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ABSTRACT

Designed for use in U.S. schools in grade levels ranging from upper elementary through high school, materials in this book may be used for a separate unit on Canada or to complement existing social studies, contemporary world problems, government, history, or geography courses. The book is arranged by topics that provide information about: (1) viewpoints concerning Canada; (2) the people and the land; (3) Canadian provinces and territories; (4) Canada as a land of numerous regions; (5) Canadian history; (6) Canada today; (7) the government; (8) Canada as a multicultural society; and (9) culture and sports. One or two learning activities that contain objectives, required materials, procedures, and teaching suggestions are included for each topic. A supplementary activities section contains additional teaching resources, word puzzles, and a class quiz. A list of references provides both Canadian and U.S. citations and related computer software products. The Canadian Consultate General Offices in the United States, maps, tables, and drawings are included. (JHP)

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NORTHERN NEIGHBOR

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Study Canada Series
Western Washington University

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CANADA
NORTHERN NEIGHBOR

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PREFACE

CANADA: NORTHERN NEIGHBOR is designed for use in American schools. It may be used for teaching a lengthy unit on Canada or as an inclusion in existing school curricula. CANADA: NORTHERN NEIGHBOR may complement existing courses such as social studies, contemporary world problems, government, history, geography and literature. The sections of the book are self-contained which permit use without additional reference materials. Teachers may reproduce any portion of this book for classroom use. Educators are encouraged to adapt the material to their own needs.

This book would not have been possible without the collaboration of more than two hundred teachers who have attended summer institutes and workshops during the past ten years, and the research assistants who contributed to the success of this publication. We gratefully acknowledge their valuable contributions. We also want to thank the Office of the Superintendent of Public Instruction for Washington State and the Canadian Consulate General in Seattle for their support and encouragement.

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July, 1988

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HOW TO USE THIS BOOK

Teacher and Student Use

CANADA: NORTHERN NEIGHBOR is intended for you, the teacher, and for your students. It is a resource book to help you prepare lessons for teaching about Canada. Content is carefully organized to provide background information and teaching activities which suggest ideas and resources for classroom use. Each activity also includes a set of teaching procedures that can be adapted to suit your particular classroom needs. Please photocopy or duplicate the maps, diagrams and readings for use as class handouts.

The book may also be used by students as a text, or pages can be photocopied for student use. Content is organized around major and minor topics for easy reading. Reading levels tend to vary as the book progresses. Some sections may seem appropriate for upper elementary and junior high levels, while othes may be more suited to senior level students.

Structure of the Book

The book is divided into major topics about Canada. Each topic contains information and related teaching activities that are arranged in easy to follow instructional sequence. Keep in mind, however, that the sequence can be altered should you wish to stress particular topics or should you lack sufficient time to complete the entire book. In addition, there is a Supplementary Activities section which contains additional activities and a quiz.

Each activity page contains a set of objectives, list of resources and outline of teaching procedures. A special "Notes for Teaching" section provides additional background information, answers to questions previously posed and helpful notes for teaching.

The Teacher References section gives a listing of school materials and the addresses of Canadian government offices. These references suggest useful supplementary teaching resources. In addition, there is a listing of popular Canadian school texts and computer software.

A Comparative Approach to Teaching about Canada

This book stresses a comparative approach to teaching about Canada. It allows teachers to start with the familiar and expand to the unfamiliar. The book addresses the many similarities that make it easy for Americans to forget that Canada is a separate country. It also encourages students to learn about the differences that make Canada unique from its neighbor to the south.

A comparative approach has two dimensions. On one level, students can draw comparisons between Canada and the United States. This enhances understanding of other people or regions by relating them to one's own experience. For example, pointing out that Prince Edward Island is smaller than the state of Connecticut is a simple comparison of size that illustrates a physical relationship. The same can be accomplished through comparisons of population distributions, economic activity, settlement, historical developments, political structures and cultural patterns.

On another level, comparison focuses on the importance of regional differences, lifestyles and personal experiences in shaping particular points of view. This type of comparison highlights ways people come to view themselves and the rest of the world. For instance, knowing Nova Scotians are influenced by their long association with the sea suggests how ways of thinking are shaped by interests and beliefs. This can reveal how differing social and historical experiences characterize Canada and the United States as distinct nations. Students are then encouraged to be aware of how Canadians view their country, the world, and the various issues they share with Americans. Thus, understanding Canadian points of view is a central concern of the book.

VIEWS OF CANADA

CROSSING THE BORDER

Most Americans know very little about Canada. What is known is usually based on vacation visits, family ties and media coverage of highly visible issues such as acid rain. For most Americans, Canada is not even seen as a foreign country. Instead it is viewed as an extension of the American way of life, as a kind of 51st state. As one American president said, "Canada is such a close neighbor and such a good neighbor . . . our problems are kind of like problems in a home town." From the Canadian viewpoint, such comments overlook the reality of Canada as a distinct nation in the world.

Americans and Canadians have always had close ties. Their relationship is based on common roots, trade and similar ways of life. This closeness has created common viewpoints. However, this sense of similarity has made it easy for Americans not to take Canada seriously. This is unfortunate because Canada is the United States' closest ally, largest trading partner and a major nation in the world today. To avoid taking Canada for granted, Americans need to better understand Canada and its complex relationship with the United States.

ACTIVITY ONE: BRAINSTORM CANADA

Objectives:

— To be aware of different American views of Canada
— To expand understanding of Canada and its people

Materials:

— Butcher paper and/or blackboard

Procedure:

1. List Brainstorm rules on blackboard.
2. Provide introductory comments about Canada. Ask class, "What comes to mind when you hear the term Canada?" List student comments exactly as they are given.
3. Individually or in groups, have students sort brainstormed items into common groupings.
4. Label each grouping/column in a way that describes the terms listed (e.g., physical geography). Show grouping to the class and discuss their viewpoints of Canada.
5. Debrief class by discussing the following questions:
   a) What do we, the class, know most about Canada?
   b) Do you think we have an accurate view of Canada?
   c) Suggest some differences and similarities between Canada and the United States.
   d) What advantages are there for Americans to learn about Canada and its people?
6. Administer pre-test on Canada (see Activity Fifteen: Canada Quiz. Discuss results.
7. Consider Activity Twelve: Points of View.

Notes for Teaching:

Brainstorming allows students to generate ideas about a topic in an open-ended discussion. The rules for students are:

1. Any idea is acceptable.
2. Feel free to combine ideas or to piggy-back one upon another.
3. Many ideas are important—even if they are incorrect.
4. Speak right up.
5. Do not evaluate any idea—e.g., "That's a good/bad idea."
6. Do not provide explanations or promote particular ideas.

When introducing Canada, suggest that our views of a country are often colored by personal experiences (e.g., travels, friends, media). Collectively, individual views can contribute to a greater understanding—the purpose of brainstorming.

Questions for debriefing can be written on the board for class discussion. Emphasis should be on the various views expressed in class (similar and different) and how viewpoints are colored by personal experiences.

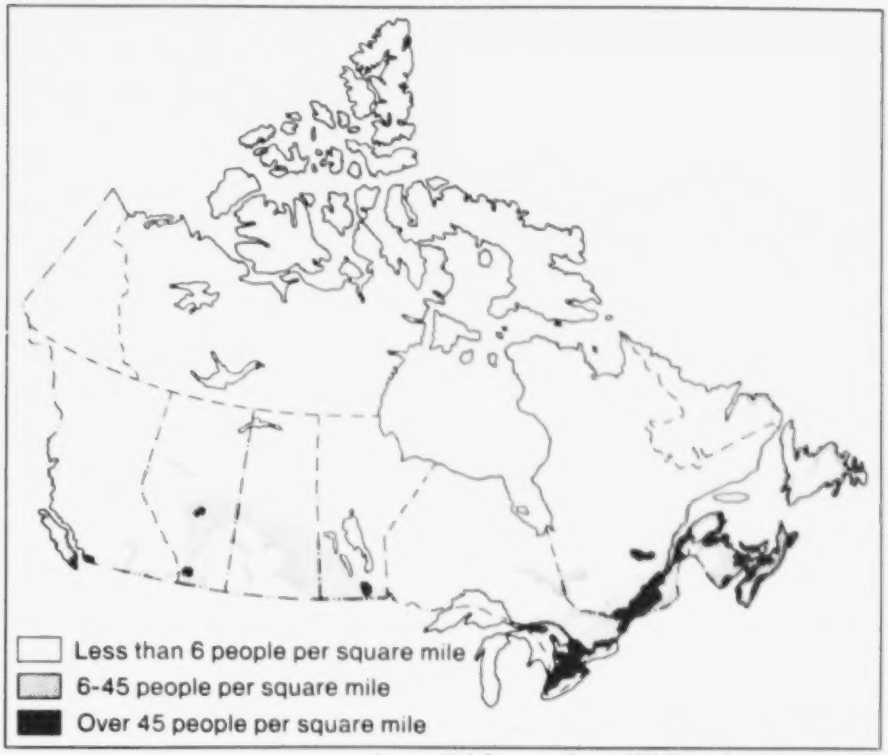
Pretest is for students to find out what they know. Results should NOT be used for grading, but rather as a starting point for studying Canada.

PEOPLE AND THE LAND

Most Canadians live near the United States. Three-quarters live within 150 miles of the border. Proximity to the United States has strongly influenced the Canadian way of life. For Canadians, the ease of travel across the border and heavy exposure to American news and television programming provides a continuing stream of U.S. influence.

By contrast, most Americans live a great distance from Canada. Only one-tenth of the people live within 100 miles of the Canadian border. One consequence is that few Americans have exposure to Canadian life. While Canadians are used to dropping south of the border, travel by Americans northward is more often a carefully planned vacation or business trip.

FIGURE ONE: POPULATION DISTRIBUTION



Courtesy, W. C. Thompson, Canada, 1987, Stryker-Post Publications, 1987

Canada is a large and diverse country. In area it is the second largest country in the world, larger than the United States by approximately the size of Texas. The land of Canada extends north-south from the North Pole to a point south of Detroit which is about half way to the equator. A person traveling west to east on the TransCanada Highway would drive more than 4,000 miles from the Pacific to the Atlantic Coasts. The traveler would pass through five time zones and spend about ten days making the trip.

TABLE ONE: POPULATION AND AREA, CANADA AND THE U.S.

Canadian Population and Area

	Population in 1985 (est.)	Land Area in sq. mi.
Canada: 1985 (est.)	25,359,800	3,851,809
Alberta	2,358,000	255,285
British Columbia	2,884,700	366,355
Manitoba	1,070,600	251,000
New Brunswick	719,000	28,354
Newfoundland	580,700	156,185
Nova Scotia	879,800	21,425
Ontario	9,064,200	412,582
Prince Edward Island	127,400	2,184
Quebec	6,582,700	594,860
Saskatchewan	1,017,800	251,700
Northwest Territories	52,200	1,304,903
Yukon	23,500	207,076

U.S. Population and Area

	Population in 1986 (est.)	Land Area in sq. mi.
United States: 1986 (est.)	239,250,000	3,675,545
Maine	1,164,000	33,215
New York	17,783,000	49,576
Michigan	9,088,000	58,216
Wisconsin	4,775,000	56,154
North Dakota	685,000	70,665
Washington	4,409,000	68,192
Alaska	521,000	586,412
California	26,365,000	158,693
Wyoming	509,000	97,914
Illinois	11,535,000	56,400
Florida	11,366,000	58,560
North Carolina	6,255,000	52,586

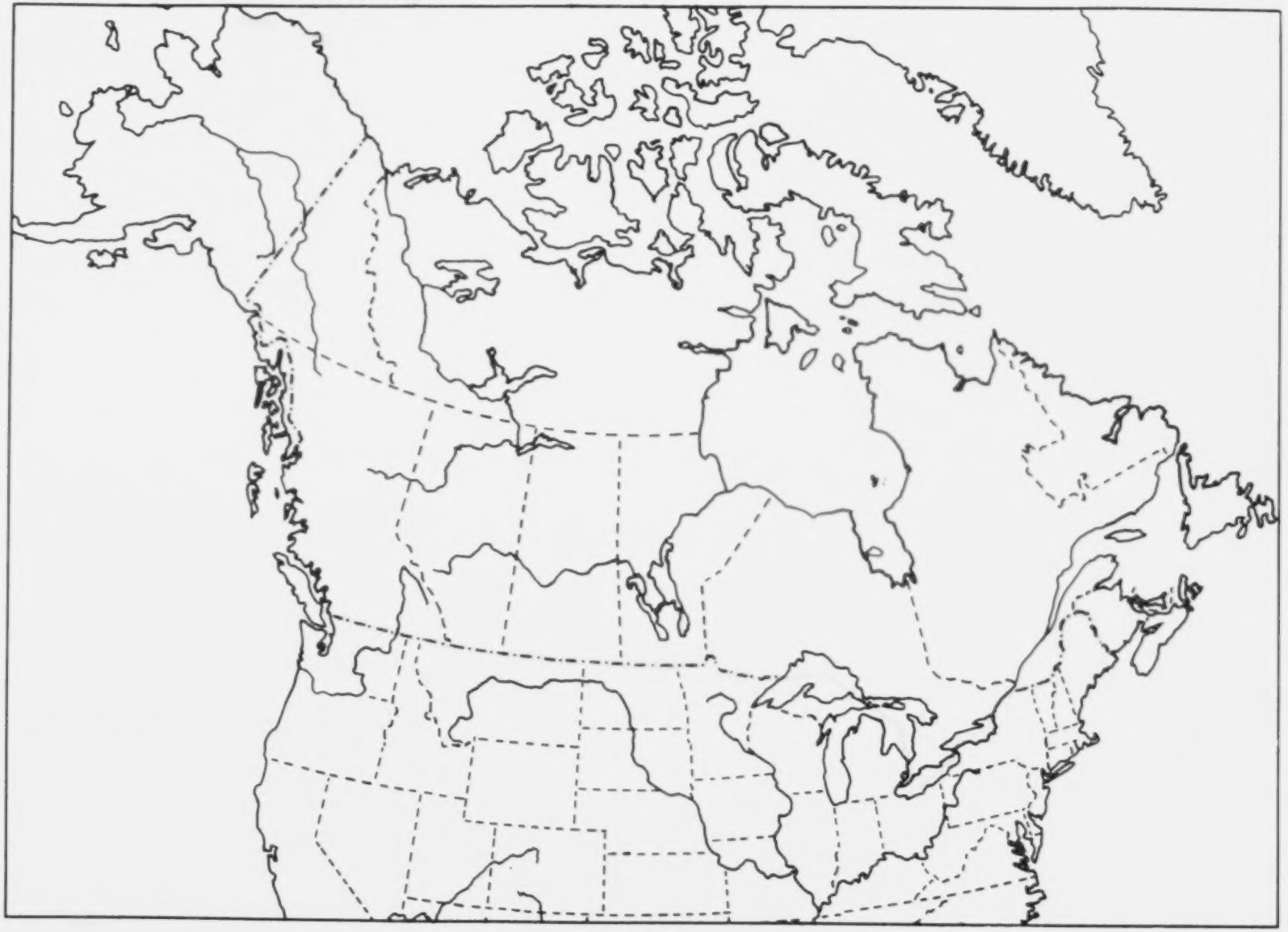
Sources: Statistic Canada and U.S. Bureau of the Census

FIGURE TWO: PROVINCES, CAPITALS AND MAJOR CITIES

Although large in size, Canada has only 25 million people. This is about equal to the population of California. Overall, the population of the United States is about ten times the size of Canada.

Like the United States, Canada is a nation of city dwellers. While Americans often think of Canada as a rural country, four out of five Canadians live in cities. The three largest cities in Canada are: Toronto, Montreal and Vancouver. These cities are located near the U.S. border. They are major centers for finance, industry and trade with the United States, Europe, and Asia.

FIGURE THREE: OUTLINE MAP OF CANADA



ACTIVITY TWO: WHERE CANADIANS LIVE

Objectives:

— To know where the people live
— To recognize how Canadian population is distributed
— To compare the distribution of Canadian and American people

Materials:

— Text pp. 3-6.
— Wall maps of Canada and the United States
— Figure Two: Provinces, Capitals and Major Cities.

Procedure:

1. List the ten provinces on the blackboard. Record students' comments on what they know about each province. Have them estimate the most populated and least populated provinces.
2. Distribute Figure Three: Outline Map of Canada, and ask students to:
   a) Draw a line 150 miles north of the United States-Canada border.
   b) Shade the area as the populated portion of Canada.
   c) List Canadian cities located in the shaded area.
3. From Table 1 have students construct a bar graph showing the population of the ten provinces. Include in the graph the population of their state.
4. Using only the map, have students rank the ten provinces in order of area. Validate estimates with land areas shown in Table 1. Discuss whether there is any relationship between the area and population of provinces.
5. Compare where Canadians and Americans live. Discuss possible reasons for the population distribution and how the distribution might influence the outlook of people. Make a list of the advantages and disadvantages of Canadians living close to the United States border.
6. Conduct a class quiz with the use of a wall map of North America or the students' map of Canada. Some questions to ask students are:
   a) What states are located near where most Canadians live?
   b) How many states/provinces border the United States-Canada boundary?
   c) What capital city is farthest from the American border?
   d) Which Canadian provinces do not border the United States?
   e) Which city is farthest north: Seattle, Chicago, Toronto or Halifax?

Notes for Teaching

This activity enables students to understand where Canadians live and changes in the distribution of Canadian population, especially the growth in the West. The activity may take one to three periods depending on how much help students will need witgraph construction and interpretation.

Having students become familiar with Canadian provinces and their relative size is necessary to help them understand where Canadians live. Construction of a bar graph illustrates a comparison of provincial populations. It may be necessary to review

horizontal bar graph construction: arrange population data from largest to smallest; select an appropriate scale for plotting population; approximate population figures; and label graph. Interpretation should include comparison among provincial figures and between Canadian and American population figures. Stress comparison of Canadian population figures with the student's state and selected states listed in Table 1.

Two points about Canadian population should be stressed. First, most Canadians live in a band 150 miles from the Canada-U.S. border. Second, most Canadians live in cities located in the band.

Points of comparison between Canadians and Americans are: There are about 10 Americans for every one Canadian. Most Canadians live near the border whereas Americans are concentrated along the Atlantic Coast, the Midwest and the Sunbelt, including California. Western growth is both a Canadian and American occurrence. The advantages of being close to the border are that Canadians have easy access to the United States for trade and tourism. The disadvantages derive from the overwhelming American influence; for example, American domination of Canadian culture and the cross-border flow of pollutants such as acid rain.

The quiz can be conducted orally in class. Answers to the questions are: a) New York, Vermont, New Hampshire, Ohio, and Michigan; b) 13 states and 7 provinces; c) St. John's; d) Prince Edward Island, Nova Scotia and Newfoundland; and e) Seattle.

PROVINCES AND TERRITORIES

Canada is divided into political divisions called provinces and territories. There are ten provinces and two territories. A province is similar to a state. Each has its own government which handles local and regional affairs. A territory is an area with less self-government than a province.

Provinces and territories can be grouped geographically. The groupings are, from west to east, British Columbia, the Prairie Provinces, the Central Provinces, the Atlantic Provinces and the Northern Territories.

British Columbia

The province of British Columbia is Canada's gateway to the Pacific. It is separated from the rest of Canada by the Rocky Mountains. This physical barrier has encouraged British Columbians to look southward to the Pacific Coast states and westward to Asia.

LOGGING WEST COAST FORESTS

The province is rich in natural resources, especially forests, coal and natural gas. These resources are exported in large quantities and are vital to the economy of the province. British Columbia exports lumber products to the U.S., wheat to Asian countries and coal to Japan. Fruit orchards and vineyards are located in the southern interior valleys of the province. Salmon fishing occurs along the indented coast and at the mouth of major rivers.

The provincial capital, Victoria, is located on Vancouver Island and is known for its strong English heritage. Vancouver is the province's largest city. It is the major western Canadian port and third largest city in Canada. The city is recognized throughout the world for its beautiful physical setting and ethnic mix of people.

The Prairie Provinces

The Prairie provinces are Alberta, Saskatchewan and Manitoba. They are known for their vast areas of farmland, deposits of crude oil and natural gas. The provinces have developed resource-based industries that depend on world markets. Interest in world trade and isolation from central Canada has given the Prairie provinces a sense of western independence and regional identity.

Alberta is known for its huge deposits of coal, oil and natural gas. It is a major oil and gas-producing area for markets throughout North America. During the 1980s, Alberta, like the energy-producing states of Texas and Oklahoma, went through a boom and bust cycle. Edmonton is the largest city and provincial capital. It serves as a center for northern development. Calgary is the hub of the oil and gas industry and has strong ties with U.S. oil cities such as Dallas and Denver.

PRAIRIE GRAIN ELEVATORS

Saskatchewan is a major wheat-producing province. It also contains the world's largest reserves of potash, a major ingredient in fertilizer. Regina is the capital and Saskatoon is a large agricultural center.

Manitoba, the most easterly Prairie province, is noted for farming and mining. In the south, fertile soil supports both grain and mixed

farming. In the north, gold, nickel and lead are important mining activities. Winnipeg is the capital and hub for the two major Canadian railroads and for rail links south to the United States.

The Central Provinces

The Central provinces are Quebec and Ontario. They are the largest provinces in both area and population. Their vastness exceeds the area of Alaska, Texas and California combined. Two-thirds of Canada's people live in the two provinces. Most of the people and industry are located in a wedge-shaped area bounded by the Great Lakes and the St. Lawrence River. The concentration of people and industry is referred to as the "main street," which extends like a line from Windsor, Ontario to Quebec City.

Although the economies of the two provinces are similar, their language and culture are very different. The province of Quebec is 80% French-speaking, or "francophone." The existence of a large French-speaking population in Quebec has made Canada a bilingual country, an important part of the Canadian identity. Montreal, the province's largest city, is the second-largest French-speaking city in the world. Located on the St. Lawrence River, Montreal is the center of business activity and is a major eastern Canadian port. Quebec City is the capital and is known for its distinctive European character not found elsewhere in North America.

Ontario is the industrial and commercial hub of Canada. No American state has such a dominating position within the United States as does Ontario within Canada. Its powerful economy includes most of Canada's industry, much of the nation's manufacturing, intensive farming and a large food processing industry. This concentration of industry serves both Canadian and American markets. Toronto is the largest Canadian city and the provincial capital. It is also the business and financial center of Canada. Ottawa, the nation's capital, is located in Ontario on the Quebec border.

The Atlantic Provinces

The Atlantic provinces are New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland. Their combined population is only 10 percent of Canada. Bordering on the Atlantic Ocean, the provinces were the location of early settlement in Canada. The life styles of the people of the four provinces continue to be influenced by the rural setting and close association with the sea. Today, as in the past, fishing and forestry are the major commercial activities.

AN ATLANTIC FISHING PORT

Newfoundland is the largest of the Atlantic provinces. It is made up of Labrador, the coastal area adjacent to Quebec, and the island of Newfoundland. Many islanders live in small coastal communities called outports. The economy of the province is dependent on fishing, pulp and paper, and the export of hydro electricity from Labrador to the United States. St. John's is the capital city and a major fishing port. Newfoundland, the last British colony in North America, joined Canada in 1949.

The province of Nova Scotia is the most populated of the Atlantic provinces. It was settled primarily by English, French and Scots. The Atlantic location encouraged seafaring Nova Scotians to build sailing schooners which were used in maritime trade in the 1800s. Halifax is the provincial capital, the largest city and leading Canadian port on the Atlantic Ocean.

New Brunswick is located adjacent to Maine. More than one-third of the province's population is French-speaking, most of whom are Acadians. Acadians are concentrated in the eastern part of the province in what was once the separate French colony of Acadia. New Brunswick was also the destination of thousands of Loyalists who moved north

during and after the American Revolution. The economy of the province is based on forestry, fishing and agriculture. Fredericton, located in the farming area of the Saint John Valley, is the capital.

Prince Edward Island is the smallest province in Canada. Smaller in area than the state of Connecticut, the island relies on agriculture and tourism. Like other "maritimers," Prince Edward Islanders maintain a strong sense of independence. Charlottetown, the capital city, was the site of the meetings which created the Canadian Confederation in 1867.

The Two Territories

In addition to the ten provinces, Canada's northland is divided into two territories, the Northwest Territories and the Yukon. Together they make up 40 percent of Canada's land area, but have fewer than 60,000 people. The federal government plays a larger role in territorial affairs than it would if they were provinces. The cities of Whitehorse and Yellowknife are major government and transportation centers.

The Canadian north is an area of exploration for deposits of copper, lead, gold, natural gas and petroleum. In the 1980s, extensive offshore oil and gas exploration began in the Arctic Ocean. A major issue in the north is the continuing conflict between native people and companies over the development of northern resources. In recent years the north has become a destination for southern tourists who are attracted by the land's unspoiled beauty, fishing, canoeing and wildlife.

CANADA'S NORTHWEST TERRITORIES
Within reach, yet beyond belief

ACTIVITY THREE: PROVINCES NOT STATES

Objectives:

— To know the Canadian provinces
— To appreciate the regional differences in Canada
— To compare regions of Canada with areas of the U.S.

Materials:

— Text, pp. 9-13.
— Figure Three: Outline Map of Canada
— Library reference books
— Wall map of North America (optional)

Procedure:

1. Hand out readings from text, pp. 9-13 for student reading. Discuss how American states are often clustered (i.e., the Midwestern states, Pacific Northwest states, the South). Have students cluster the ten provinces and give reasons for their groupings.
2. Have students identify in what region of the U.S. they live and identify a Canadian group of provinces similar in area and population. Make a list of businesses and industries of the area and point out the areas in Canada and the U.S. with which they might do business.
3. Ask individuals or small groups of students to select one of the four provincial groupings and prepare a brief report that includes major cities, the geography of the land and what people do. Also have students draw travel route from home to the area being studied. On the blackboard or on butcher paper, summarize as follows:

   Discuss similarities and differences among regions and compare the Canadian regions with the areas in which students live.
4. Ask selected students to discuss their regional descriptions. Have a class vote on which region they would like to visit. Discuss reasons.
5. Recently there has been discussion of making the Yukon and the Northwest Territories provinces. What are some factors a territory should consider when seeking provincial status?

Notes for Teaching:

This activity introduces Canadian provinces and how they can be grouped geographically. Two to three periods may be needed to complete the activity.

Introduction to Canadian provinces can be handled by teacher discussion or student reading of text, pp. 9-13. Provincial groupings of provinces are: the Atlantic Provinces, the Central Provinces, the Prairie Provinces and British Columbia. Identifying a group of provinces similar to where students live illustrates the similarities of economies and close trade ties in North America. This is a good place to discuss how geography has created a natural "north-south pull" on the continent.

The description of a provincial region can be a report based on reading the text, library books or even personal travel. Students should be encouraged to include maps, collected notes, literary descriptions and drawings in their report. Summarizing student work on a large chart provides a focus for class discussion. Additional

descriptions can be added when geography, history and settlement are studied. Comparison of Canadian regions with their own region, and planning a travel route brings out similarities and differences. If a class vote is conducted, reasons should be discussed and listed on the board. Letters of interest could be written to newspapers or chambers of commerce in the regions selected.

Provincial status for the two territories has been discussed for some time. The major advantage is more local control. However, provincial status requires the costs of education, roads and government services be borne by local taxation, a cost that is presently assumed by the national government. Because there are only 23,000 people in the Yukon, there would be high taxes for Yukoners. This issue is similar to the issue of Puerto Rican statehood in the United States.

A LAND OF REGIONS

To understand the large and diverse land of Canada, it is helpful to divide the country into regions. The word "region" is used to identify areas which have common physical characteristics and economic activities. The next section divides the land of Canada into six regions.

FIGURE FOUR: MAP OF PHYSICAL REGIONS

Western Cordillera

Cordillera, which in Spanish means "parallel mountain ranges," is the name given to the mountainous area extending from Mexico to Alaska. In Canada the spectacular mountain ranges of the Rockies, the Coast Mountains and other ranges are prominent features of this region. Much of the area is forested by fir, cedar, hemlock, spruce and pine, trees important to the forest industry. Only a small amount of the land is suitable for settlement and agriculture. Most of this is located in narrow valleys and flood plains of British Columbia. Rivers, mountain glaciers and lakes are major tourist attractions and sites for hydro-electric power generation.

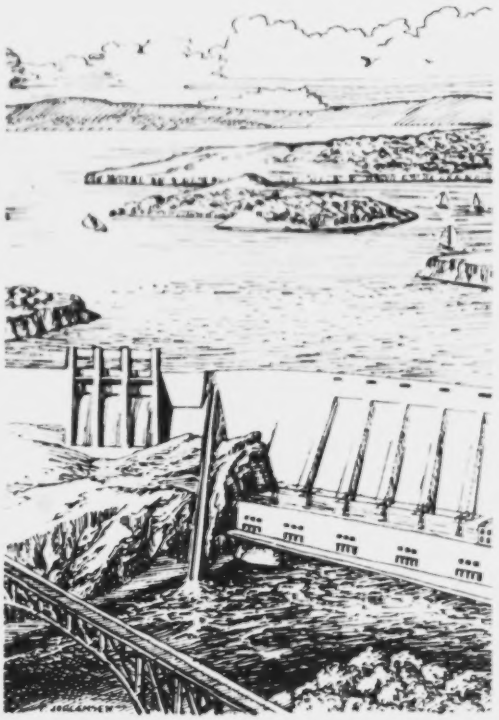
Interior Plains

The Interior Plains are bordered by the Rocky Mountains in the west and the Canadian Shield on the east and north. In the United States, the region is called the Great Plains, while in Canada it is known as the Prairies. This region is the major landform of the three Prairie provinces. Fertile soil and warm summers make the region an important world producer of grains such as wheat, oats, barley and rapeseed. In the layers of sedimentary rock are found large deposits of natural gas, oil and potash.

The Canadian Shield

The Canadian Shield is the largest physical region of Canada, covering almost half the land area of the nation. It surrounds Hudson's Bay and extends from Minnesota and the St. Lawrence Lowland north beyond the Arctic Circle.

The Shield is a huge area of ancient rock, dotted by thousands of lakes and muskeg swamps. The Shield has little soil for farming but has a wealth of industrial metals including uranium, gold, nickel and iron ore. The large rivers and many lakes are a major source of hydro-electric power for the central provinces and north-eastern United States. The rugged Shield acts as a natural barrier between eastern and western Canada. It has always cut off the Canadian west resulting in even sharper cultural and economic differences between east and west in Canada than in the United States.



A CANADIAN SHIELD HYDRO ELECTRIC PLANT

St. Lawrence and Great Lakes Lowlands

This region is made up of the St. Lawrence River Valley in Quebec and the lowlands surrounding the Great Lakes in southern Ontario. It thrusts like a peninsula into the American midwest. The lowland areas have fertile soil and a suitable climate for the growing of soybeans, corn, tobacco and tree fruits. The Great Lakes and St. Lawrence River is a natural water system that has been improved by the St. Lawrence seaway for inland transportation. The seaway is a series of canals and locks connecting the Great Lakes, the St. Lawrence River and the Atlantic Ocean. This region is called the "heartland" of Canada because it contains most of the people, industry and financial activity.

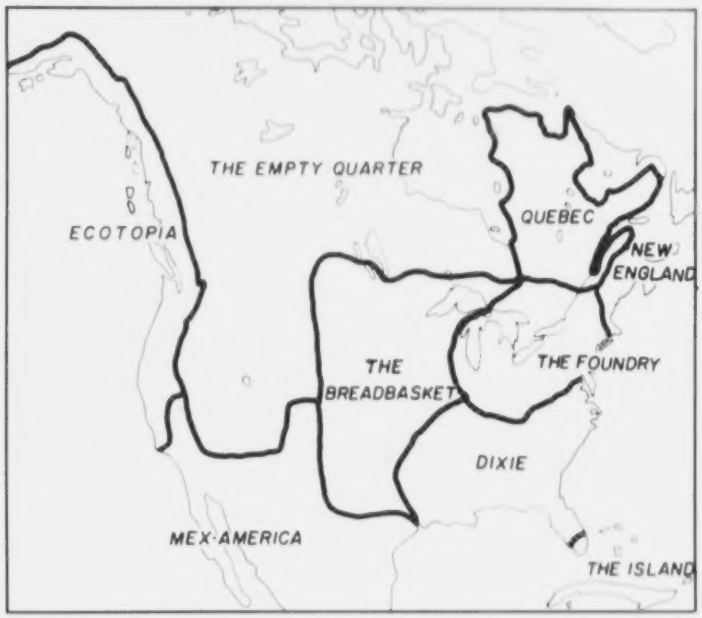
Appalachian Highlands

The Appalachian Highlands extend from Newfoundland in the north to the state of Georgia in the southern U.S. The region consists of low rounded mountains, wide valleys and rugged coastline. These physical characteristics serve to isolate the Atlantic provinces from the rest of Canada. The economy is based on fishing, forestry and agriculture and is similar to that of the New England states.

The Arctic Islands

This region covers the many islands located in northern Canada. The largest of these is Baffin Island, larger than the states of Washington and Oregon combined. Because of long, cold winters and short, cool summers, the region is unsuitable for agriculture. Permanently frozen ground called permafrost is found throughout the area. With mountainous peaks, permanent ice sheets and extremely cold weather, the Arctic islands form one of the most severe physical environments in the world.

FIGURE FIVE:
MAP OF NINE NATIONS OF NORTH AMERICA



Another Regional Division?

Another way of understanding the diversity of Canada is the idea of nine nations of North America developed by writer Joel Garreau. This division breaks up political boundaries and identifies "nations" according to common economic and social characteristics. For example, the nation of "Ecotopia" includes parts of Alaska, British Columbia, Washington, Oregon and California, while The "Foundry" consists of southern Ontario, Ohio, Michigan, Indiana, Pennsylvania and New York.

It is said geography does not divide Canada from the U.S. nearly as much as it divides sections of the country from one another. No matter how the country is divided, these regional divisions are important in shaping Canadian outlooks.

ACTIVITY FOUR: A REGIONAL LANDSCAPE

Objectives:

- To know the physical regions of Canada
- To understand the economic importance of the regions to Canada and the United States
- To appreciate the physical landscape of Canada

Materials:

- Text, pp. 16-20.
- Figure Four: Map of Physical Regions
- Reading One: WHO HAS SEEN THE WIND, by W.O. Mitchell.

Procedures:

1. Using Figures Three and Four, ask students to:
   a. List the six physical regions in order of largest to smallest. Include for each region a list of the provinces and their economic importance.
   b. Identify those regions which are shared with the U.S.
2. Have students draw in the boundaries of the physical regions on Figure Three: Outline Map of Canada. Compare your regional map with the provinces and your population map from Activity Two.
3. Have students individually or in small groups provide a prospectus on which region they would select to establish one of the following: a game fishing camp, a pulp mill, a ski lodge, a manufacturing plant for a new line of sporting apparel and a steel mill.
4. Read the passage from W.O. Mitchell, WHO HAS SEEN THE WIND. Ask students to identify words and phrases that describe the character of a particular region. Discuss which region it might be and why.
5. Hand out Figure Five: Map of Nine Nations of North America. Make a class list of the advantages and disadvantages of such a social and economic division. Assign groups of students to represent each of the nine nations. Ask each group to prepare a set of conditions for establishing a North American Constitution. Have group presentations and class discussion concerning the establishment of a North American constitution. Debate the issue "Should there be a North American federation of Canada, the United States and Mexico?"

Notes for Teaching:

The purpose of the activity is to enable students to understand the physical diversity of Canada and to appreciate, through literature, the grandeur and beauty of the Canadian landscape.

The order (largest to smallest) of the six regions is: Canadian Shield; Interior Plains; Western Cordillera; Arctic Islands; Appalachian Highlands and the St. Lawrence and Great Lakes Lowlands.

Stress the similarity of Canadian physical features with areas in the U.S., for example, Western Cordillera extends into Pacific Northwest states. This enables students to realize how physical features influence what people do and where they live. Comparing physical regions with provinces allows students to see similarities and differences. For example, most of British Columbia is part of the Western Cordillera whereas Ontario includes at least two physical regions.

Developing a prospectus of a region allows students to pull together what they have read and heard about Canada. The prospectus should include writings and drawings. Magazines describing various industries, economic and to[illegible]st activity would be helpful for student work.

Reading One: WHO HAS SEEN THE WIND help students appreciate the seasonal differences of the Canadian prairies region. Discussion could focus on the literary way in which the writer depicts seasonal change—images, metaphors, informality, etc. Having students describe seasons where they live helps them appreciate the diversity of landscape and the role of literature.

The final exercise reviews the idea of region by introducing jobs and life styles as a way of looking at the similarities among Canadians and Americans—see Figure Five: Map of Nine Nations of North America. The point to make is that by dividing up Canada and the U.S. in terms of economic similarities and common life styles students are better able to appreciate regional similarities and differences. The "Nine Nations" idea suggests how North America 'works', illustrates certain outlooks that are common to regions today and draws political boundaries around language groups. Disadvantages are the destruction of existing political boundaries, national identities and ways of life peculiar to existing countries. The intent of having small group and class discussions is for students to discuss how changing social and economic conditions might influence the formation of a present day constitution.

READING ONE: WHO HAS SEEN THE WIND*

Spring came with the suddenness of a meadow lark's song. Overnight the sky traded its winter tang for softness; the snow, already honeycombed with the growing heat of a closer sun, melted—first from the steaming fallow fields, then from the stubble stretches, shrinking finally to uneven patches of white lingering in the barrow pits. Here and there meadowlarks were suddenly upon straw stacks, telephone wires, fence posts, their song clear with ineffable exuberance that startled and deepened the silence . . . The sky was ideal blue. Crows called; farmers, impatient as though it were the only spring left in the world to them, burning with the hope that this would not be another dry year, walked out to their implements, looked them over, and planned their seeding—barley here, oats there, wheat there, summer fallow there . . .

The rain had stopped, and the air had the clear coolness that belongs to it after rain. Over the (land), shallow sloughs were filled to their edges; the thirsty earth had drunk up the water and left much of it to lie in clear puddles between the hummocks; summer fallow fields were welters of gumbo mud; clear drops beaded the foxtail, wild oats, and buckbrush; they sparkled diamondlike from the lupine that spread a purple shadow . . . Sean, with his weathered hat sodden and his fierce red mustaches dripping, stared down at the crop soaked with moisture that had come too late to do it any good . . .

Goose-gray above him, the sky had a depthless softness undetermined by its usual pencil edge, melting invisibly into the spread and staring white of the land. He walked . . . his ankles turning to the frozen curst of hummocking summer fallow and stubble fields . . . These things filled his mind against his will. Sun glinting from a wild rosebush caught his eye; looking more closely he saw that it was crowded with crystals, each one pointed and veined, all of them growing away from him. He kicked at the branch and watched the frost drop in a white shower.

*From: W.O. Mitchell, WHO HAS SEEN THE WIND,
Toronto: MacMillan of Canada, 1978, pp. 102-103, 57-58, 298.

CANADA PAST

Canada was shaped by a series of historical events. The most important were early European exploration and settlement, French and English wars and waves of immigration. Many of these events were tied to American history. For example, the War of Independence and the accompanying Loyalist migrations had a strong impact on Canada's historical development. The American Civil War and westward expansion were also major influences on the course of Canadian history.

Exploration and Early Settlement

The Inuit people and Native Indians inhabited Canada long before European exploration of North America. In fact, the term Canada was derived from the Indian word "Kanata," which meant settlement.

The first Europeans to explore Canada were the Vikings who landed in Newfoundland. Later, English explorers discovered the fishing banks off Newfoundland while looking for the Northwest Passage to the Orient. In 1534 the French explorer Jacques Cartier sailed up the St. Lawrence River and claimed the land for France.

Both the French and English established permanent settlements in North America at about the same time. The English colony at Jamestown, Virginia, was founded in 1607. A year later the first permanent French settlement was established along the St. Lawrence River. By 1750, the Thirteen Colonies along the Atlantic coastline were the heart of English settlement in North America. During the same time the colony of New France was the center of French Canada.

French Settlement

French settlement in North America began in the early 1600s in what is now New Brunswick and Nova Scotia. Later, Samuel de Champlain established a more successful settlement near the present

location of Quebec City on the St. Lawrence River. This settlement, later called Quebec, became known as the "hearth" of French culture in North America.

FIGURE SIX: NORTH AMERICA IN 1713

The new colony faced difficult times because of isolation, harsh winters and threats of Indian attacks. One result was that growth was slower in New France than in the more prosperous English colonies to the south. To encourage settlement, the French leaders established the "seigniorial" land system. Under this system all land was the property of the King of France. He assigned parcels of land to important people in exchange for obligations. Called "seigneur" these individuals would then assign a plot of land to a settler known as a "habitant." In this way France could carefully control settlement in the new colony.

TABLE TWO: THE SEIGNIORIAL SYSTEM

The Seigneur

RIGHTS	OBLIGATIONS
The seigneur received from the habitants: —honor; special recognition in social events, church, community, etc. —annual rents —fees for use of facilities, e.g., flour mill —three or four work days a year on the seigneur's land	The seigneur provided the habitants with: —land for farming —a manor house for the administrative center for the land system —a mill for grinding grain —a local court to settle disputes —certain social activities

The Habitant

RIGHTS	OBLIGATIONS
The habitant received from the seigneur: —grant of land —facilities such as a flour mill —local courts	The habitant provided the seigneur with: —annual payment of rent —fees for using facilities —three or four work days a year on the seigneur's land

The seigniorial system divided land into farming areas called long lots. Lots fronted on rivers and extended some distance inland. This land division made rivers of New France the major transportation routes. The St. Lawrence River was the most important. It became the key for controlling the interior of the continent.

The Roman Catholic church played a major role in the society of New France. The bishop was active in the government of the colony and the church looked after education and hospitals. The church also conducted missionary work among Indians.

Not all French Canadians lived in the settled areas of New France. Some who sought adventure and riches began to trade with the Indians by venturing inland. These adventurers, called "coureurs de bois," or runners of the woods, obtained beaver pelts and sold them for a high profit. The pelts were used to make fashionable hats in Europe.

A COUREURS DE BOIS

English Settlement

Unlike the French explorers who encouraged permanent settlement, the English were more interested in establishing forts for fur trading. The English king chartered the Hudson's Bay Company to establish forts in the vast northern area called Rupert's Land. In exchange for allegiance to the English king, the company received rights to furs, fish and minerals. However, the English presence on Hudson's Bay and in the British colonies to the south soon led to competition in the fur trade and conflict between the English and French colonies.

As the competition intensified, the Hudson's Bay Company, the rival Northwest Company and French fur companies established forts on major rivers. These forts became trading posts for Indians and company people and served as stopping-off places for the shipping of furs. The summer arrival of a canoeload of furs was always an occasion for celebration. Winter life at a fort was quiet with little trading and few travelers.

Some forts became the location of modern day cities. For example, Fort Garry was the first large English settlement in the Prairies. It was the scene of a struggle between rival English and French fur companies. Later Scottish immigrants settled in this area to farm. Today the settlement is the location of Winnipeg, the capital city of Manitoba.

ACTIVITY FIVE: EARLY CANADIAN SETTLEMENT

Objectives:

- To be aware of how settlement influenced the development of early Canada
- To know settlement patterns of early Canada
- To realize what it meant to be a settler

Materials:

- Text, pp. 23-26.
- Reading Two: TWO VIEWPOINTS OF AMERICAN SETTLERS

Procedures:

1. Introduce settlement in early Canada by a class discussion of who came and why.
2. Discuss the seigniorial land system in new France. List on the blackboard the rights and obligations of the seigneur and the habitant. Discuss advantages and disadvantages of the system.
3. Compare the patterns of early Canadian and American settlement. Make a checklist showing the patterns of settlement, settlers' problems and beliefs influencing settlement.
4. Discuss possible rights and obligations for immigrants who come to Canada today. Make a list of rights and obligations for the government and for immigrants. Compare your list with the plan used in New France.
5. Have a class discussion of contemporary immigration issues in the United States and Canada. In groups, have students devise a plan similar to rights and obligations of the seigniorial system.
6. Students read, VIEW OF A LOYALIST SETTLER and A VIEW OF AN AMERICAN DRAFT RESISTER. Identify the situations of each of the settlers. Compare their reasons for settling in Canada. Discuss how the views are similar and different.

Notes for Teaching:

This activity, which can take 2-3 periods, introduces the early settlement of Canada. Important questions are: who came; why did they come; and where did they settle? Stress harsh winter conditions and remoteness from Europe as factors making it difficult to attract early settlers to New France. Recruitment of French settlers was more closely controlled by the King of France than was the flow of people to the 13 British colonies by the English Crown.

A discussion of contemporary immigration issues allows students to make comparisons with the early French efforts to bring settlers. Possible government inducements might be jobs, medical benefits, subsidized housing and free transportation to Canada. Obligations of an immigrant could be to accept the work assigned by the government (perhaps for a given time period) and pay income tax.

Discussion of the Loyalist and American Draft Resister views enables students to compare reasons for the immigration of two groups of Americans. Students could be asked to suggest reasons for the groups' coming and discuss conditions they faced. The point to be made is that both groups found it difficult to leave a country in which they had social roots. However, strongly held beliefs, loyalty to the Crown and opposition to war were reasons for coming to Canada.

READING TWO: VIEWPOINTS OF AMERICAN SETTLERS

View of a Loyalist Settler:

Reminiscence of Mrs. White of Whites Mills Near Cobourg, Upper Canada

My father and mother came from England, settled in the United States, in St. Lawrence upon a farm which they purchased there, planted some trees and were begin(n)ing to prosper, when the Revolutionary War broke out in 1774. Hearing that sugar was made from trees in Canada, and being thorough Loyalists, and not wishing to be mixed up with the contest about to be carried on, we packed up our effects and came over to Canada . . .

We never thought of these privations but were always happy and cheerful, no unsettled minds, no political strife, about Church government or squabbling Municipal Councils. We left everything to our faithful Governor. I have often heard my father and mother say, that they had no cause of complaint in any shape, and were always thankful to the government for their kind assistance in the hour of need. Of an evening, my father would make shoes of deer skins for the children and mother home spun dresses.

From: Ontario Historical Society, vol. v, Toronto, 1906, p. 153-157.

View of an American Draft Resister:

By Lewis Harris

Robert Ricketts was born an American citizen and expects to die as one. But he may never see his own country again.

Mr. Ricketts, 32, deserted the United States Army in 1971 to protest his country's involvement in Vietnam. He arrived in Quebec with his wife in 1973, after spending two years in Europe.

Fluent in French, Mr. Ricketts says he has "close ties with the French Community . . . and I really like Quebec because it has one of the fastest rates of social change in North America. But I still use the United States as my frame of reference."

"The Americans who came to Canada because of the war in Vietnam mostly ended up going one of two different routes," said Mr. Ricketts, a student and part-time waiter in a downtown restaurant.

"They became completely integrated into Canada and took out Canadian citizenship or they adjusted to Canada but retained their American citizenship."

I guess I fall into the second category. I have landed immigrant status but I don't plan on becoming a Canadian citizen."

From: MONTREAL STAR, January 3, 1977

French-English Wars

Once rival settlements were established, the stage was set for French-English conflict in North America. By the mid-1700s, England and France were at war in Europe. This conflict, known as the Seven Years' War, spread to the French and English colonies in the new world.

As the more populated British colonies began to expand westward, the settlers came into contact with the French fur trade empire in the interior of the continent. The French had established a fur-trade line reaching from the St. Lawrence south down through the Ohio-Mississippi Valley to the Gulf of Mexico. Detroit, Pittsburgh, and Miami, Ohio are American cities where early French forts were established.

By the 1750s the English and French were engaged in open hostilities in North America. The Seven Years War continued until the English eventually prevailed with the capture of Quebec in 1759. 'The Conquest', as it came to be known, ended French rule and gave the English control of North America. It was during these wars that an English colonel named George Washington began his rise in the military ranks.

The American Revolution

The English conflict with France also influenced events leading to the American Revolution. The English taxed the colonies heavily to help pay for the war with France. This increased the colonists' anger at the English government. In addition, the Quebec Act of 1774 closed the Ohio-Mississippi Valley to settlers and land speculators. This event increased anti-English feelings in the American colonies.

It has been said the American Reveloution not only fathered the United States, but also gave birth to Canada. With the independence of thirteen colonies, British North America was split, and the English connection between the St. Lawrence and the Ohio Valley was cut.

Americans who wished to remain loyal to the British King, fled north to Canada and settled in what are now the provinces of New Brunswick and Nova Scotia, and in the St. Lawrence Valley. These people, called Loyalists, brought a strong pro-English viewpoint to Canada. They became suspicious of and even hostile toward the new America.

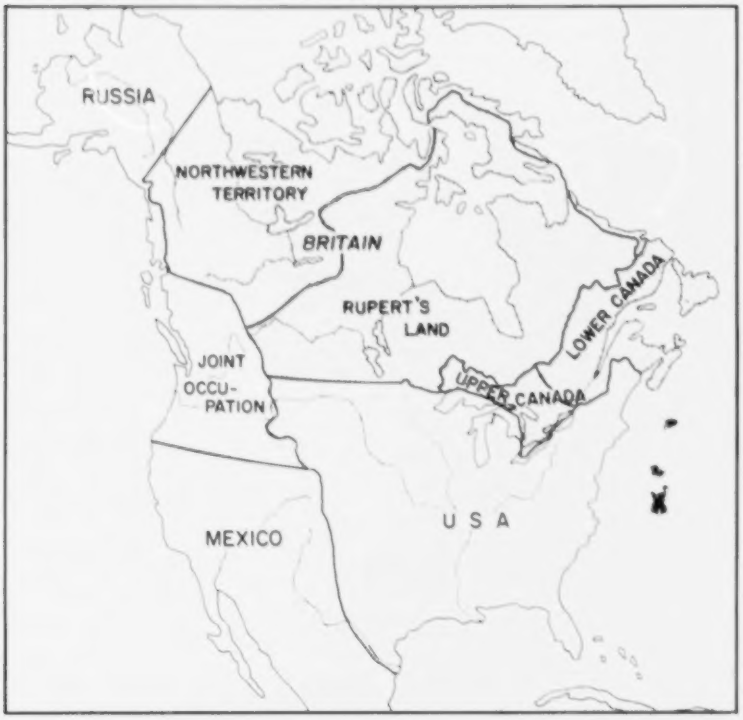
FIGURE SEVEN: NORTH AMERICA 1784

From Colony to Nation

Even as a British colony Canada still contained a distinct French-speaking population. To minimize the threat of disruption from the conquered French Canadians, the British Parliament passed the Quebec Act of 1774 to allow the French to keep their language, religion, civil law and education. Although the Act made it possible for French

Canadians to retain their culture and traditions, the two peoples found it difficult to live together. The problems were partly solved in 1791 by dividing Canada into two parts—Lower Canada, now the southern part of Quebec, and Upper Canada, now the southern part of Ontario. Each area was given its own legislature and legal system.

FIGURE EIGHT: NORTH AMERICA IN 1825



In the early 1800s discontent was widespread in Upper and Lower Canada. Claims by the French of unfair treatment, economic troubles and pressure for independence led to a series of rebellions and riots. After an investigation, the British government issued the Durham Report which recommended union of Upper and Lower Canada. The controversial report also recommended that French Canadians be absorbed into the British culture. The proposal to "Anglicize" French Canadians made francophones even more determined to maintain their culture and identity. This determination continues to this day.

Although tensions between the French and English drove a wedge between Canadians, other problems made the idea of a united Canada increasingly attractive. Trade disputes, poor transportation and debt plagued the colonies and led to calls for unification. In addition, Canadians feared the power of the new nation to the south. Worry among Canadians increased when American forces invaded Canada near Detroit and Niagara Falls during the War of 1812. After a series of small battles, the Americans withdrew. In later years, other events made Canadians uneasy. The large Union Army raised during the Civil War and the American purchase of Alaska were viewed as threats to Canadian security.

In 1867 the British government passed the British North America (BNA) Act. Ontario, Quebec, Nova Scotia and New Brunswick were joined into a federal union of provinces with a strong central government. The BNA Act is the founding constitution of Canada. After 1867 other colonies gradually became Canadian provinces. Prince Edward Island soon saw economic benefits in federal union and joined in 1873. British Columbia, Alberta, Saskatchewan and Manitoba joined Canada between 1870 and 1905. Newfoundland became the tenth and last province in 1949.

Western Settlement

As in the United States, Canadians looked west for new opportunities. Many believed the West would provide land, wealth and a new way of life. The Canadian government encouraged immigrants from Europe and the British Isles to settle on the vast land and become farmers. At the same time, American settlers began moving north in large numbers leading to fears of American annexation of the West.

Fear of American influence encouraged the building of a transcontinental railroad to the Pacific Ocean to link the English colony of British Columbia to Canada. As it turned out, the promise of a railroad provided the incentive for British Columbia to join Canada in 1871. It also brought many immigrants to the Canadian prairies which led to the creation of the provinces of Saskatchewan and Alberta in 1905.

Once opened, the western lands became an area of struggles between Indians and settlers. The Metis, people of French and Indian descent, had for years claimed the prairies as their hunting grounds for

FIGURE NINE: PROVINCES OF CANADA IN 1873

buffalo. The railroad brought settlers who took up farming. Clashes occurred as the national government sided with the settlers and attempted to establish authority over the new lands. Unhappy with the loss of their land, the Metis staged an uprising against the national government. After the rebellion was put down by Canadian troops, Louis Riel, the Metis leader, fled to the United States. Later he was tried for treason and hung. Today, many in Canada regard Riel as a martyr to the cause of native peoples.

The settlement of the Canadian West was similar to that of the western United States with one notable exception. Indian wars and violence on the American frontier was less prevalent in Canada. The Canadian government established the North West Mounted Police to protect settlers from Indians and Indians from the whiskey traders who came from the United States. The settlement in the Canadian West was more orderly and peaceful than in the United States.

ACTIVITY SIX: EVOLUTION OF A COUNTRY

Objectives:

- To be aware of the events that led to the development of Canada.
- To recognize differences and similarities in the establishment of the Canadian Confederation (BNA Act) and the American Constitution.

Materials:

- Text, pp. 29-33, butcher paper, felt marking pens.
- Any available American history textbook.
- CANADA PAST AND PRESENT, by John Saywell.
- Figure Five: Map of Nine Nations of North America.

Procedures:

1. Have class discuss the French and English presence in North America. Highlight on the blackboard the major historical events and their significance to the evolution of Canada.
2. Use an American history text to review events in American history. Make comparisons with Canadian history.
3. Divide class into small groups. On butcher paper have each group construct a timeline illustrating key events in Canadian and American history. Construct timelines side by side to emphasize comparisons.
4. Have students write paragraphs discussing a) "Canada as a nation is a product of evolution, rather than revolution." b) How has the American Civil War influenced the thinking of Canadians? c) How has the fact of "Two Founding Peoples" made Canada different from the United States?

Notes for Teaching:

The intent is to have students understand the evolution of Canada and make comparisons with the American experience. Emphasize the importance of the French and English colonial experiences in Canada and the fact that Canada was founded by "Two Peoples."

Highlight important events (i.e., American Revolution, Civil War) and indicate how they influenced Canadian thinking about the establishment of a federal union of provinces. The Canadian term for this union is Confederation—established by the British North America (BNA) Act in 1867. It should be pointed out that the BNA Act which united Canada was a British Act. Canadians finally established their own constitution in 1982. It must be stressed that not having their own constitution did not restrict the lives of Canadians. It meant that for 115 years the British government had to approve most changes Canadians wished to make in the BNA Act.

Construction of the timelines requires group planning and spacing, scale and ways of illustrating events. It is important that the scale of the two timelines be the same. Once completed, the timelines should be displayed for class discussion. The timelines should extend from early European settlement to present day. Some recent events to include are: Newfoundland entering confederation in 1949; Alaskan and Hawaiian statehood in 1959 and 1960 and the Canadian Constitution in 1982.

The final exercise is difficult but excellent for better students. Some review of Canadian and American historical events as well as class discussion of how history shapes human thought will be necessary before students write their paragraphs.

CANADA PRESENT

An Emerging Identity

By the early 1900s the Canadian Confederation extended across the continent from the Atlantic to the Pacific Oceans. The completion of the Canadian Pacific Railroad provided an east-west transportation system to ship goods throughout the country and to export minerals, timber, fish and grain to the world. The railroad also opened the vast West for immigrants who were encouraged by the government to settle and farm in the prairies.

With the establishment of a national economy, an expanding population and a strong central government, Canada took its place among the world's nations. The country's distinctiveness comes from its English and French cultural roots, ethnic diversity and determination to withstand American domination. As a new nation, Canadians developed an identity that was neither English nor American.

American Investment

American investment in Canada helped make economic growth possible. However, in later years many Canadians believed prosperity came at the cost of economic dependence on the United States. American investment was seen as creating a "branch-plant economy" in Canada. This meant that many Canadian companies were branches of American parent firms. Since business decisions came from the head offices south of the border, Canadians were disturbed because they felt they had little say about their economy.

By the 1970s, the size of American investment in Canada became a major issue. Concern was expressed that Americans owned many of the most important industries in Canada. For example, foreign companies owned more than 80 percent of the rubber industry, more than 70 percent of the chemical industry, about 60 percent of petroleum and 40 percent of metal mining. This led the Canadian government to enact

policies to control foreign investment. The government set up an agency to regulate foreign ownership of Canadian companies, established a government-owned energy company called Petro Canada and provided large sums of money to help build Canadian-owned companies.

During the late 1980s, Canadians confronted new foreign investment issues. As the industrialized world has become more technologically advanced, employment levels in resource-based industries have declined. For Canada, this means rethinking its ties with the world, and especially the United States. Canadians view the U.S., a leading economic power, as a major market for newly developed Canadian technologies. In addition, Canadians increasingly see advantage in encouraging American investment in their communication and transportation industries. In 1988 a free trade agreement between the two countries was signed.

Foreign Affairs

Canada has for at least a century maintained close relations with the United States. At the same time, Canada has struggled to develop its own foreign policy. This has not been easy for a country that lives in the shadow of the American superpower. A Canadian Prime Minister once remarked that living next the U.S. is like "sleeping with an elephant . . . one is affected by every twitch and grunt."

In defense matters, Canadians and Americans have been close allies since World War II. Today, both countries are members of the North Atlantic Treaty Organization (NATO) and the North American Air Defense Command (NORAD) agreement. However, the Canadian government does not always agree with the United States. In the 1980s participation in the Strategic Defense Initiative (Star Wars) was turned down and Canada expressed strong opposition to the presence of American submarines in Canadian Arctic waters.

A Canadian world outlook is expressed in its foreign policies. They are often different from American policies. Canada recognized the Peoples Republic of China several years before the United States. The government does not support American intervention in Central

America. As a middle power, Canada has often expressed itself internationally as a "peace keeper" in world disputes. It has been a leading proponent of a new world economic order that would help Third World countries. In addition, Canada has been vocal in its support for nuclear disarmament and continues to strongly support international organizations such as the United Nations.

Most Americans pay little attention to relations between Canada and the United States. Canadians, on the other hand, pay a great deal of attention to the United States. Americans play down the importance of disagreements between the two countries. Canadians view them as important because they highlight Canada's independent role in the world.

The Canadian Economy

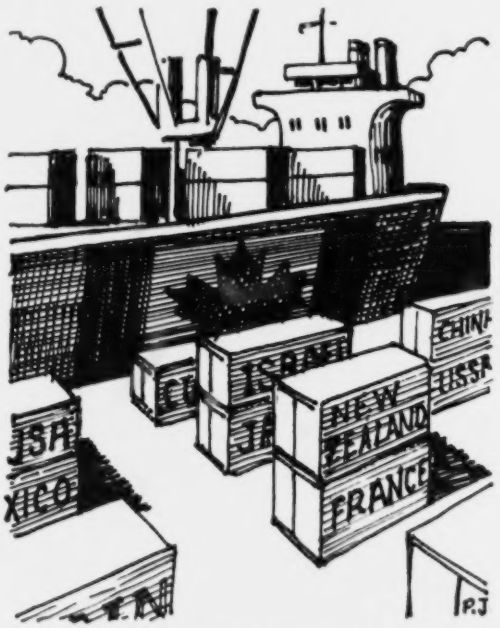
Historically, the Canadian economy has depended on natural resources. The harvest of fish and furs were early commercial occupations. Later lumber, grain and minerals became important. Growth of a resource-based economy depends on world markets and an adequate transportation system.

Following World War II, Canada began to develop a manufacturing industry in Southern Ontario and Quebec. These industries produced goods mainly for the small Canadian market.

Since the early 1960s North American automotive companies have maintained plants in both the U.S. and Canada. Free trade in the auto industry has enabled the industry to thrive because vehicles and parts are moved across the border without restriction. This gives the Canadian industry access to the huge U.S. market. In the late 1980s, cars and auto parts accounted for about 40 percent of the value of Canadian exports to the United States.

During the 1980s Canadian industries began to emphasize new technologies for transportation and communication. Examples are the Candarm used in U.S. space missions and state-of-the-art subway cars sold to the New York transit system.

In contrast to the United States, Canada has always depended heavily on world trade. More than one-quarter of what Canada produces is sold to other countries. In comparison, the U.S. sells about ten percent of its production abroad. Most of Canada's trade is with the U.S. which buys cars, trucks, lumber, newsprint, crude oil and natural gas. Canada buys more from the U.S. than any other country, a fact unknown by most Americans.



CANADIAN WORLD TRADE

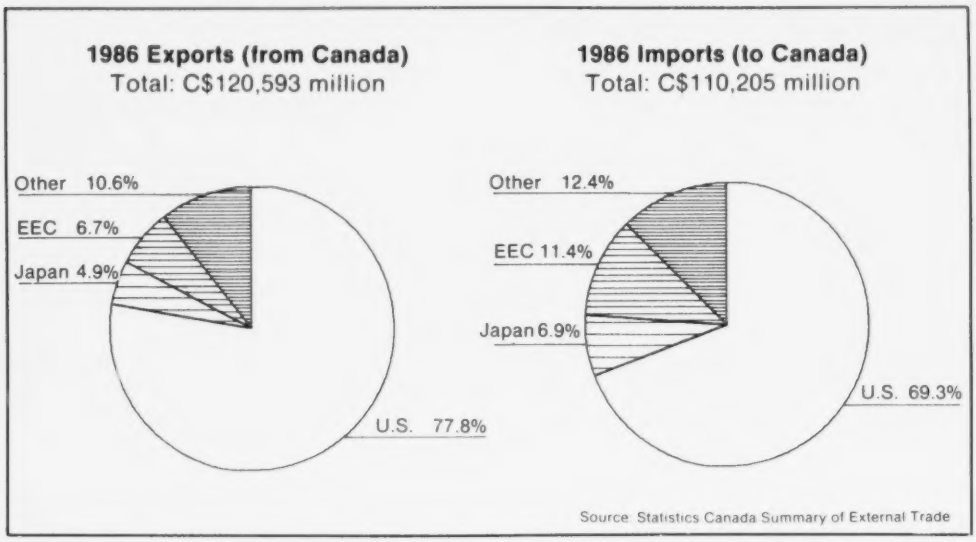
In the late 1980s, Canada negotiated a free trade agreement with the United States to help sell even more of its products in the American market. At the same time, Canada began developing new markets for its resources and manufactured items in the Pacific Rim countries.

Free Trade

In 1988 the United States and Canada signed a free trade agreement. The agreement, when ratified by both countries, eliminates nearly all trade restrictions on goods and services and establishes procedures to deal with future trade disputes.

Most goods which move across the border have low tariffs. The free trade agreement, however, allows Canadian industries to sell processed goods and technology without restriction in the larger U.S. market. After 1989 trade restrictions will be lifted on such items as skis, clothes, furniture, appliances, steel, and subway cars.

FIGURE TEN: CANADIAN EXPORTS AND IMPORTS



For Canada, one-tenth the size of the U.S., the agreement is attractive because industries, banks and farmers will have direct access to the larger American market. Many believe free trade will stimulate Canadian manufacturing and high tech and lessen dependence on the sale of raw materials like minerals, timber and natural gas.

Not all Canadians agree that a free trade agreement is good for Canada. Industries such as textiles, appliances and wine producers are opposed because they enjoy tariff protection from the lower priced American competition. Other Canadians are opposed to free trade because they feel the agreement will make Canada more like the United States. They express concern over unrestricted access of American-produced TV programs, sale of American books and U.S. financial investment. For years Canadians have recognized that they are similar to Americans but at the same time see themselves as different in terms of social values and world outlook.

For most Americans the issue of free trade is unimportant. Yet, some American economic groups, such as Atlantic fishermen, steel producers, cattle growers, and bankers are opposed to free trade

because it threatens their industries. In states and regions where the concern is strong U.S. congressmen often are strong opponents of free trade.

The Pacific Rim

The Pacific Rim refers to a trading area of emerging world importance. It is made up of the many countries of North America, Asia, Australia and Latin America which form a "rim" around the Pacific Ocean. At the geographic center of the rim are the Hawaiian Islands. The web of trade connections among these countries makes the rim important today.

In its quest to become a major Pacific trading nation, Canada has expanded large resource industries and improved railway systems in Western Canada. The port cities of Vancouver and Prince Rupert ship large amounts of coal, wheat, and lumber products to Asia.

TABLE THREE: LEADING VANCOUVER EXPORTS TO THE PACIFIC RIM COUNTRIES, 1987

Commodity	Country	Metric Tons
coal	Japan	10,418,664
coal	South Korea	3,797,203
wheat	China	2,206,405
rapeseed	Japan	1,543,661
wheat	Japan	1,380,932
wheat	South Korea	1,299,693
pulp chips	Japan	1,072,134
logs	Japan	915,041
potash	China	890,805
wheat	U.S.S.R.	889,956
lumber	Japan	807,841
potash	Japan	793,872
animal feed	Japan	704,996
chemicals	Japan	588,771
copper ore	Japan	575,043

source: Vancouver Harbour Authority

Vancouver has become a major "container" port for imported manufactured goods from Japan, Taiwan, Hong Kong and South Korea. It competes with U.S. West Coast ports in Seattle and San Francisco for container shipments.

To be economically competitive in the Pacific, the Canadian government sponsors many trade missions each year. This helps Canadian companies find new or larger markets for their products and services.

TABLE FOUR: CANADIAN TRADE FAIRS AND MISSIONS

Japan, alfalfa feeding methods	Hong Kong, computer software
Korea, pollution control technology	Australia, gold mining methods
Japan, house wood construction technology	New Zealand, forest harvesting practices
New Zealand, computers	Australia, aerospace equipment
Korea, auto parts	Thailand, medical equipment
China, forestry technology	Japan, fish and marine products
Indonesia, nuclear power	China, natural gas equipment and technology
Japan, electronics	Korea, bio-technology
Australia, security equipment	Japan, sporting goods
China, telecommunications	

Canada has also developed strong cultural ties with Asia. These links result from immigration, families and exchange programs. Asian cultural ties are evident in Vancouver public schools where one quarter of the children speak Chinese as their first language.

FIGURE ELEVEN: MAP OF PACIFIC RIM

ACTIVITY SEVEN: CANADA AND THE PACIFIC

Objectives:

— to become aware of the Pacific Rim
— to understand Canada's trade and cultural connections with the Pacific countries

Materials:

— Figure Eleven: Map of Pacific Rim
— Table Four: Canadian Trade Fairs and Missions
— Text, pp. 40-42
— World globe

Procedures:

1. Brainstorm the names of Pacific Rim countries. Rank them in terms of:
   a) length of Pacific shoreline
   b) largest in land area
   c) location north of the equator
   d) a distance 5000 miles from Hawaii
2. Handout Map of the Pacific Rim and have students identify countries on the map. Highlight the cities. Using the map and a globe assign students the following questions:
   a) Which is the shortest plane flight? Jakarta, Indonesia to Sydney, Australia; Santiago, Chile to Los Angeles, California; Honolulu, Hawaii to Vancouver, Canada; Tokyo, Japan to Anchorage, Alaska
   b) Which is a longer trip from Singapore to Vancouver—a flight via Honolulu or one via Tokyo?
   c) How many countries are within a 5000 mile radius of Vancouver?
3. Assign groups of students to be travel agents with the task of planning a trip for a Vancouver businessman to sell products in five of the cities shown on the map. Their task is to plan a travel itinerary according to the following conditions:
   — no repeat flights
   — must fly to at least one non-Asian city
   — must have a stopover in Honolulu
   — a flight cannot exceed 4000 miles
   — the total trip must not include more than seven cities
4. Handout Table Three and have students prepare a bar graph of Vancouver exports. Compare and classify exports. Using library references, have students identify uses of Vancouver's leading exports. Discuss the advantages and disadvantages for British Columbia of relying on resource-based exports.
5. Based on the list of Canadian export missions in Table Four, have a class discussion in which students identify which items compete with American goods and whether the commodities are high, middle or low dollar value Canadian exports. Compare the advantages and disadvantages of technology-oriented exports with resource-based goods.

6. Assign a group of students to each of the products listed under Canadian missions. Have each group role-play how they would sell the Canadian product to a prospective Asian buyer. Ask groups to address the Canadian, American, and Asian points of view in the role play.

7. Assign a city located on the map to students and have them prepare a poster indicating why it should be considered "the Gateway to the Pacific." Prepare a prospectus explaining why an airline company, an international bank, a tourist company, a resource-export company or a high tech company should establish their head office in the city.

Notes for Teaching:

This activity introduces key countries and cities which are involved in the expanding Pacific Rim. Students should become familiar with cities, their location and trade connections each has established. The importance of Vancouver as a Pacific gateway for export of Canadian resources needs to be emphasized. Determining distances and plotting travel routes gives students a sense of the important location of Vancouver in the vast Pacific region. To determine the distance in 2a and 2b, have students use a globe and piece of string.

Examining Vancouver's exports provides students with an understanding of Canada's vast and diverse resource trade in the Pacific. Knowing about government trade fairs and missions to promote information, high technology and manufactured goods in the Pacific market presents another side of Canadian trade. It should be emphasized in class that a country like Canada can no longer depend on the export of resources that have low dollar value in an information-oriented world. Instead, industrialized countries must sell high tech information and goods that have high dollar value.

The role play activity encourages students to realize the significance points of view play in international trade. Canada and the United States often compete for sales to countries in the Rim.

GOVERNMENT

The Canadian Constitution

Canada was created by the British government when it passed the British North America Act (BNA) in 1867. This act brought together the four British colonies of Ontario, Quebec, Nova Scotia and New Brunswick to form the Dominion of Canada. The BNA Act served as the founding constitution.

The constitution established a federal system in which powers were divided between the national government and the provinces. Those who drew up the BNA Act were heavily influenced by the American Civil War. Many believed the war occurred because the American states had too much power. To avoid the American mistake, the political leaders of Canada gave the national government strong powers in such areas as taxation, defense and banking.

Over the years Canadians have continually debated the "proper" distribution of powers between the national and provincial governments. Many Canadians believe in greater provincial authority while others want more power for the national government. Today, provinces are more powerful than are American states.

For years Canadians debated such issues as special status for Quebec, language rights, financial support for regional economic growth, protection of Canadian industries, and government support for transportation. The need to address these issues led Canada to continually reassess its constitution.

In 1982 Canada established its own constitution. This made the constitution a truly Canadian document, rather than an act of the British government. A major reason for the new constitution was to strengthen the national government. In addition, a Charter of Rights was included which, like the American Bill of Rights, enshrines specific freedoms in the constitution.

Revision of the constitution and the federal system continues. In 1987 political leaders once again rearranged the power balance between the national government and the provinces. According to the new agreement Quebec would be recognized as a distinct society, each province would be given a veto power over subsequent constitutional changes and certain limitations would be placed on federal spending powers. Other outstanding issues to be resolved in the 1990s include reforming the Senate to be more representative of the country's regions and recognizing the land claims of native peoples.

Parliamentary System

Canada has a parliamentary system of government consisting of three branches, the executive, legislative and judicial. The executive branch is composed of the Governor General, Prime Minister and Cabinet. The legislative branch is called the Parliament and is divided into two houses, an elected House of Commons and an appointed Senate. The third branch of government is the judiciary which is made up of both federal and provincial courts and appointed judges.

The Canadian parliamentary system is very different from the American structure which is based on separation of powers. In Canada there is no sharp distinction between the executive and legislative branches. The Prime Minister and the Cabinet are elected members of the House of Commons which has the effect of combining or "fusing" the legislative and executive branches.

After an election the party which wins the most seats in the House of Commons becomes the governing party. The leader of the governing party becomes the Prime Minister who in turn appoints fellow party members who hold seats in the House of Commons to the Cabinet. Elections must be held every five years. However, they may occur earlier at the discretion of the Prime Minister.

Prime Minister and Cabinet

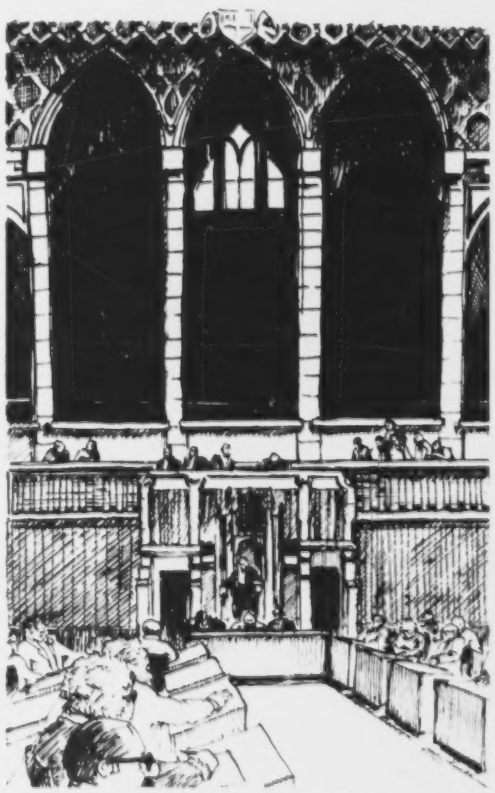
The Prime Minister has a leadership role similar to the American President. As the head of the governing party the Prime Minister has a strong influence on legislation and policy. An important difference from the President is that the Prime Minister is the head of government but not the head of state.

A Prime Minister is an elected member of Parliament. A person becomes Prime Minister by being leader of the party with the largest number of seats in the House of Commons. Unlike the U.S. President, who is elected by the people at large (through the electoral college), the Prime Minister is elected only by voters in his home district like all other members of the House of Commons.

The Prime Minister selects other elected members from his party to serve as ministers in the Cabinet. Each minister heads a government department such as External Affairs, Finance and Labour. The American counterparts are cabinet secretaries who are not elected. Together, the Prime Minister and his Cabinet are the source of most legislation.

House of Commons

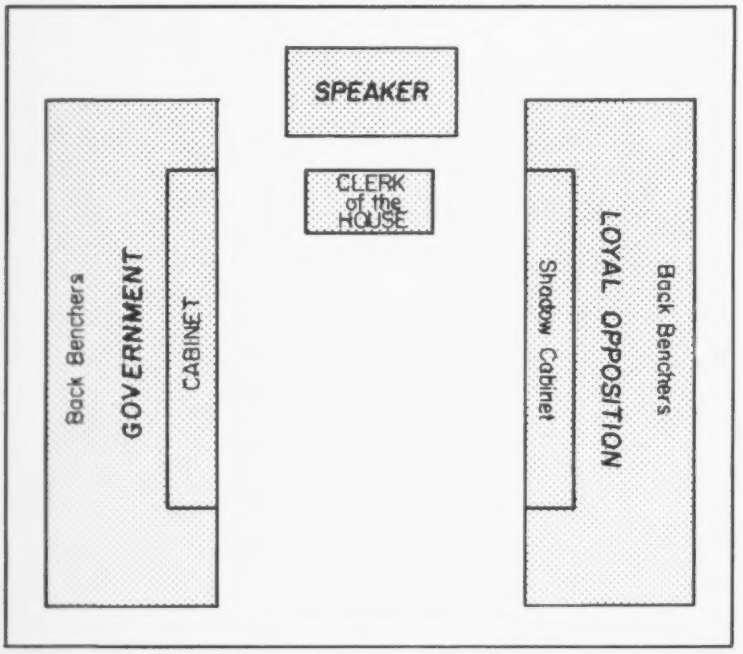
The House of Commons is the focus of government. It must pass all bills and through debate informs Canadians about government actions. The House has 282 members of Parliament (MPs) elected from different districts of the country, called "ridings." As in the United States House of Representatives, representation in the House of Commons is based on population. This means the larger provinces have more MPs than the smaller ones. Ontario and Quebec combined hold 170 seats, which is 60% of the total.



THE HOUSE OF COMMONS

Each MP belongs to a political party. The party which elects the greatest number of MPs becomes the governing party. The Prime Minister and party members sit to the right of the speaker. The Prime Minister and the Cabinet sit in the front rows of the House and lead the government. Those members of the governing party who are not in the Cabinet are called "back benchers." They have less power but vote on all legislation.

FIGURE TWELVE: HOUSE OF COMMONS



The party in the House of Commons with the second largest number of MPs forms the Official Opposition and sits to the left of the speaker. The leader of the Official Opposition sits opposite the Prime Minister. He appoints a "shadow cabinet" to help him criticize the governing party through parliamentary debate.

The opposition role is best highlighted by the Question Period. Each day begins with a short period when opposition members ask the Prime Minister and his Cabinet questions about current political events.

The rectangular arrangement of the House of Commons accentuates the adversary relationship between the governing and opposition parties. The arrangement highlights the MPs legislative role as first a member of a party. In contrast, the arc-shaped House of Representatives and Senate in the U.S. does not emphasize legislators' role as either member of the governing party or the opposition.

Senate

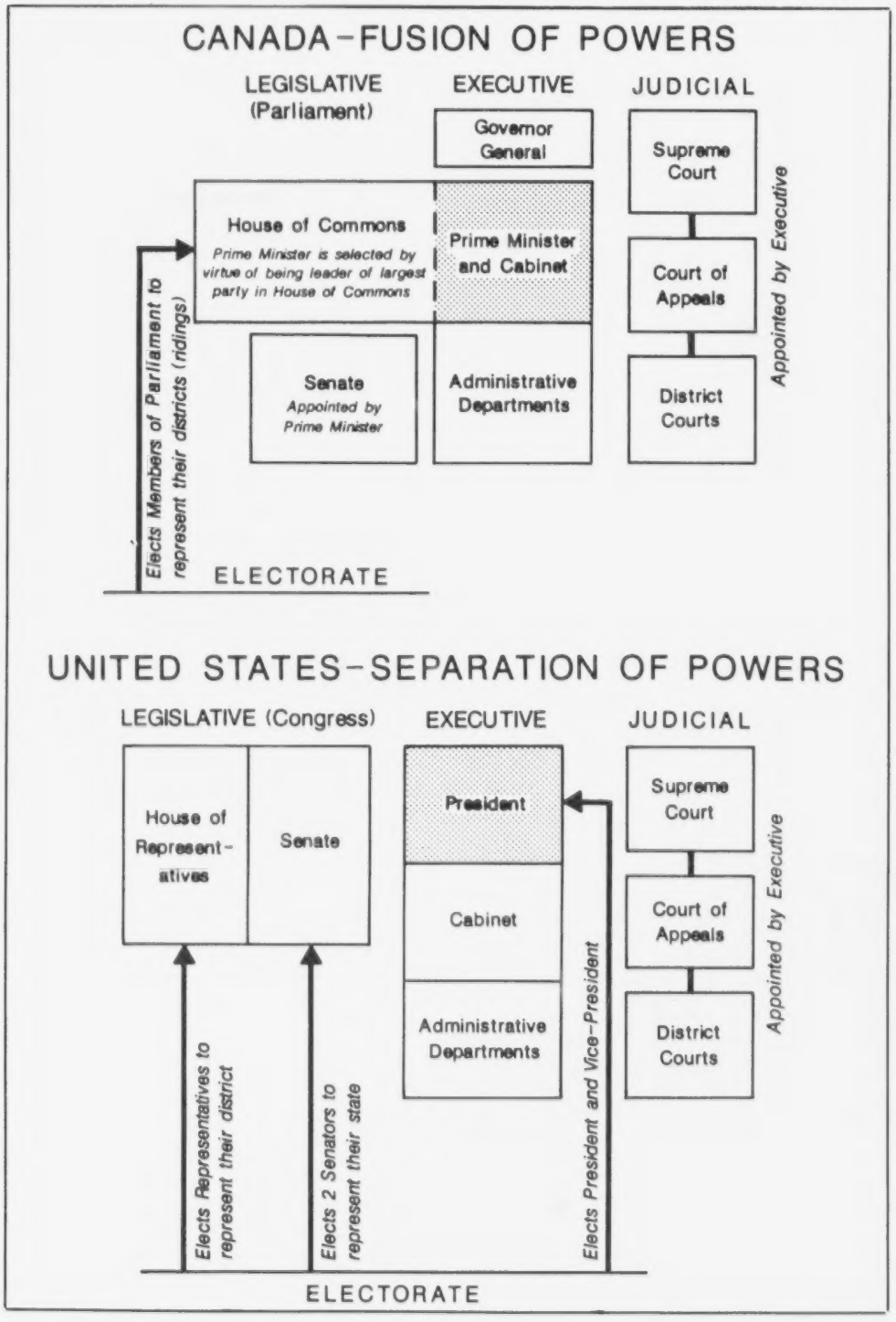
The Senate bears little resemblance to its namesake in the United States. In the Canadian Parliament, the Senate does not serve the same function as the American Senate. It was originally established as a check on the House of Commons. Although it can veto legislation passed by the House of Commons, it rarely does. This is because Senators are appointed and therefore are seen as not accountable to the electorate. Senators are appointed by the Prime Minister and hold office until age 75. They mostly conduct committee investigations and make recommendations on government policies.

Governor General

The formal head of state is the British Monarch. In Canada the Governor General is the Monarch's representative. This person is chosen by the Prime Minister to serve for five years. Since 1952 the Governor General has always been a Canadian. The position alternates between a "Francophone" and "Anglophone" and by custom the Governor General must be bilingual.

The office symbolizes the historical connection between Canada and England. As the head of state, the main duties of the Governor General are ceremonial and little political power is attached to the office.

FIGURE THIRTEEN:
THE STRUCTURE OF GOVERNMENT IN CANADA AND THE UNITED STATES



ACTIVITY EIGHT: GOVERNMENT COMPARISONS

Objectives:

— To compare the governmental structures of Canada and the U.S.
— To understand how power is distributed in the two federal government systems
— To identify strengths and weaknesses of the two systems

Materials:

— Text, pp. 45-50.
— Butcher paper and felt pens

Procedure:

1. Brainstorm all the terms students have heard about Canadian government. Using Figure Thirteen: The Structure of Government in Canada and the United States, describe the two systems for the students.
2. Handout text, pp. 45-50. Discuss the differences between 'separation of powers' and 'fusion of powers' and how the differences influence:
   a) an individual citizen
   b) the leader—president or prime minister
   c) the senators
3. Divide class into small groups. Distribute butcher paper and marking pens. Ask students to make a chart illustrating the advantages and disadvantages of American and Canadian governments. Allow time for group discussion. Display group diagrams and compare to each other.
4. From the student charts, list the three major advantages and disadvantages for each form of government. Have a class vote.

Notes for Teaching:

The intent of this activity is to compare Canadian and American government. The major point in the comparison is the distribution of power. The concept of 'separation of power' represents a built-in government check on itself. The concept of 'fusion of power' concentrates power by combining the legislative majority and the executive into one. When discussing the influences of political structures, some points to highlight are:

1) Citizen—in the United States, the president is elected by the whole electorate; in Canada, only people in the party leader's riding vote for the person who becomes prime minister.
2) Leaders—the president cannot count on automatic support from congress because he is elected separately. The prime minister counts on party support because he is part of a party 'team' that won the most legislative seats in the election.
3) Senators—they are appointed in Canada and have little power; United States senators are elected and have considerable power.

The following chart of advantages and disadvantages can be used to help student groups compare the two systems.

American Government

Advantages

1) Does not concentrate power in one branch.
2) Provides more opportunities for input by citizens and lobbyists.
3) Gives individual legislators more power in making public policy (e.g. committee system, lack of firm party discipline).

Disadvantages

1) Executive and legislative branches may be of different parties.
2) Judicial review may place too much power in the judiciary.
3) Power in government is diffused and often results in committee chairmen, presidential cronies, etc., being too powerful.

Canadian Government

Advantages

1) Makes government more efficient since executive and legislative branches automatically work together.
2) Change of government occurs if Prime Minister loses support of the House of Commons.
3) Accountability is well defined since power and responsibility are clearly known.

Disadvantages

1) 'Cabinet dictatorship' may result from concentration of power vested in the Prime Minister and Cabinet.
2) Non-cabinet members in parliament have little power; parliament may act too much like a rubber stamp.
3) The Senate, an appointed honorific body, does not represent provinces in the central government. (States are represented in Washington D.C. in the U.S. Senate.)

Political Parties

Political parties are key institutions in Canadian government. Parties run candidates in elections and debate issues. In a parliamentary system, the party that elects the largest number of representatives gets to lead the government. The other parties form the opposition.

The three major national parties are the Liberals, Progressive Conservatives and the New Democratic Party (NDP). The Liberals are a middle-of-the-road party which believes in a mix of free enterprise and government intervention. The Progressive Conservatives favor less government interference with business and reduced government services. The NDP believes in more government involvement to promote social welfare programs. The Liberal and Progressive Conservative parties are committed to NATO while the NDP favors a reduced commitment to such military agreements and fewer political, economic, and military ties with the United States.

Many believe the Liberals can be compared to the United States Democratic Party and the Progressive Conservatives to the Republican Party. One should not take such comparisons too far. For example, when the Progressive Conservatives formed the government they did not eliminate national health insurance nor the nationalized railroad and airline. Many years ago it was the Conservatives who created the government-run Canadian Broadcasting Corporation (CBC) and the Canadian National Railway (CNR). In recent years an important difference between the two parties is the relationship between the provinces and the federal government. The Liberals favor a strong central government, while the Conservatives support a stronger voice for provincial governments. However, there is a great deal of overlap in their policy views.

The New Democratic Party (NDP) began in 1933 when farmers, trade unionists and socialist groups organized under one banner. The NDP favors greater state control of resource industries and more government spending on social welfare and employment programs. The New Democratic Party gets about 20 percent of the vote in national elections.

One interesting feature of the Canadian party system is its regional character. This means each of the national parties receives its greatest support from a particular region. The Liberal party, which has governed most since the 1930s, receives strong support in Quebec. The Progressive Conservatives get most of their support from Ontario and more recently from western Canada. In one election, no Liberals were elected in the three western provinces. On the other hand, in many elections few Progressive Conservatives were elected in Quebec. It is said regional diversity in Canada is reflected in its party system.

In addition to the major national parties, other parties are important in provincial politics. The Social Credit Party has been a major governing party in British Columbia since 1952. It also dominated Alberta politics from 1935-1970. In Quebec, the Parti Quebecois which favors separatism governed the province from 1976-1983. The NDP, while a minor national party, has been victorious in Saskatchewan, Manitoba and British Columbia.

Majority and Minority Governments

In 1984 the Progressive Conservative Party formed a majority government. This means more than half of the MPs elected were Conservatives. This is called a majority government and gives strong power to the governing party. The advantage of a majority government is that government programs are nearly always passed.

In 1979 the Progressive Conservative Party formed a minority government. This means that the Progressive Conservative party elected the most MPs, but did not have a majority of all MPs. When this happens the governing party depends on support of MPs from other parties to help pass its legislation. This gives other parties influence in shaping the policies of the governing party.

TABLE FIVE: MAJORITY AND MINORITY GOVERNMENTS

A Majority Government, 1984		**A Minority Government, 1979**	
Liberals	211	Progressive Conservatives	135
Progressive Conservatives	40	Liberals	115
New Democratic Party	30	New Democratic Party	26
Independents	1	Creditistes	6
	282		282

Minority governments are usually short-lived. For example, the 1979 minority government lasted less than one year. It was dissolved when the Progressive Conservatives lost an important vote in the House of Commons. In other words, the government did not receive a "vote of confidence" for their proposed legislation. This is considered a sign of rejection or "non-confidence" in the governing party. When this happens, the governing party must resign its leadership role and either turn the reigns of the government over to the opposition or call a general election.

ACTIVITY NINE: CANADIAN PARTY SYSTEM

Objectives:

— To understand the role of Canadian political parties
— To know how the party system works in Canadian federal and provincial governments
— To compare a central feature of Canadian and American politics

Materials:

— Text, pp. 53-55.

Procedures:

1. List on the blackboard the various Canadian political parties. Discuss their role in Canadian government.
2. Describe a 'majority' and 'minority' government and what they mean to Canadians. Discuss whether these types of government can occur in American government.
3. On the blackboard draw the House of Commons and the party seat plan. Compare the plan with the Houses of Congress. Why is there a different arrangement of elected members? What is the role of 'Opposition' in the House of Commons?
4. Group students according to Canadian political parties and hold a mock election. How will the election be different from an American election?
5. Have the class create their own political party system which shows the physical and human diversity in Canada.

Notes for Teaching:

Studying Canadian political parties enables students to understand how a party system works in a parliamentary system. Majority and minority governments are key terms. Be sure the class understands that 'majority' means the governing party does not have to rely on other parties for support and thus has an easier time getting its policies through the parliament.

In describing the House of Commons, indicate how the physical structure reveals much about what happens there. Point out how the parties are physically separated in terms of their seating arrangement—thereby highlighting 'Government' and 'Opposition'. Point out also how the Prime Minister and Cabinet sit in the front row, and the Leader of the Opposition sits directly opposite. Sketch the semicircular arrangement of the United States House and Senate, showing how members face the speaker instead of each other.

In Canada, elections place more emphasis on the party system than individual candidates. Another difference is that Canadian voters do not vote for a prime minister, as Americans vote for a president. And, there is no vice-president. Be sure to point out that the prime minister is an elected member of the House of Commons.

The final exercise allows students to create their own possible Canadian party system. Many parties are possible based on geographical location, language, political philosophy, economic interest and cultural background. Examples are an East and West party, a French and an English party, a socialist party, a farmer party, a labor party, a capitalist party, a British party, a Ukranian party, and a provincial party.

A MULTICULTURAL SOCIETY

Canada is seen as a multicultural society. The idea recognizes that Canadians have diverse cultural backgrounds. Multiculturalism is supported by federal government programs that encourage people to keep their customs and language. Some refer to this kind of society as a "cultural mosaic." This is very different from the American "melting pot" idea. The melting pot stresses that people become American by giving up their culture and especially their language. Today the value of the melting pot is being questioned and many believe that people should keep their cultural identities and languages.

Two Founding Peoples

The French and British, the 'Two Founding Peoples,' were the first Europeans to settle in Canada. People of British descent are the largest ethnic group today. French Canadians make up approximately one-quarter of the nation's people.

Most French Canadians live in the St. Lawrence Valley area of Quebec. The French-speaking Quebec people, referred to as "Quebeckers," have retained their language and customs. There are also many Canadians of French descent called "Acadians" who live mostly in New Brunswick and Nova Scotia.

French Canadians continue to express concern about their survival as a culture within English-speaking North America. This concern peaked in 1976 when a provincial government committed to greater independence for Quebec was elected. In 1980 a referendum was held on the question of whether the province should separate from Canada. Quebeckers voted to reject independence. However, the Quebec government has enacted various laws to ensure the survival of the French language and culture. In Quebec, store advertising must be in French and most children attend French-speaking schools. Only those children whose mothers are English-speaking are allowed to attend English-speaking schools.

People from the British Isles (English, Scottish, Welsh and Irish) are the largest ethnic group in Canada. Many Americans who were loyal to the English Crown during the War of Independence moved to the province of Ontario and the Atlantic provinces. Other British settlers came to Ontario and western Canada in the late 1800s. Today, people from the British Isles are scattered throughout the country. A look at any telephone directory reveals many British names—McTavish, Mitchell, Smith, Wilson, to name a few.

By law both English and French are official languages of Canada. Although not all Canadians are bilingual, the languages are a common feature of Canadian life. Both English and French are seen on commercial food products and heard on radio and television. Federal government business is conducted in both languages. Ottawa, the nation's capital, is officially designated as a bilingual region. French immersion programs for elementary students are popular across Canada.

Ethnic Minorities

Canadian society has many ethnic groups other than English and French-speaking people. In the early 1900s, large numbers Ukranian and other Europeans settled in the Canadian Prairies. Some came for the farming opportunities while others came to avoid religious persecution in Europe.

A large number of Asians live in British Columbia. In years past Chinese were brought to Canada to work on the railroads. More recently Asian people from Vietnam, China, India and Pakistan, have come to Canada for economic opportunities and as political refugees. Vancouver is an example of a culturally diverse Canadian city. Asians, Italians, Greeks and others provide the city with a number of "ethnic communities" which feature cultural events and restaurants. Nearly half the students in Vancouver schools have English as as second language. Toronto and Montreal are also multi-ethnic cities with a large number of Europeans and West Indians.

TABLE SIX:
FIRST LANGUAGE OF VANCOUVER STUDENTS

Language	% in Elementary School K-7	% in Secondary School 8-12
English	55.3	66.8
Chinese	18.0	15.7
East Indian	7.9	3.9
Italian	4.0	2.9
Portuguese	2.4	1.5
Greek	1.9	1.2
Tagalog (Philippine)	1.4	1.0
Japanese	1.3	0.6
Yugoslavic (Serbo-Croatian)	1.1	0.8
German	1.0	1.6
Vietnamese	0.9	0.6
Spanish	0.9	0.5
Korean	0.7	0.3
French	0.6	0.5
Other Languages	2.6	2.1

A small number of blacks live in Canada. Some came following the American Revolution. Others came to Canada from the United States by the famous 'underground railroad' in years prior to the Civil War. Recent immigration from the West Indies has increased black populations in the cities of Toronto and Montreal.

Native Peoples

Inuits and Indians make up approximately two percent of the Canadian population. Today most Inuit people live in small coastal villages in the Arctic. Many Indians still live on reserves, land that is set aside by the federal government. Indian people in Canada are divided into tribes, with names such as the Huron, Iroquois, Blackfoot, Nootka, and Cree.

Indian groups are concerned about their land rights and the survival of their culture. Many tribes have established their own schools to teach native language and culture. In British Columbia, Indian groups have gained national attention by protesting the logging of areas considered to be ancestral lands.

ACTIVITY TEN: DIVERSE CULTURAL EXPERIENCES

Objectives:

— To know the cultural groups in Canada
— To realize the cultural experience of 'becoming Canadian'
— To appreciate social and cultural diversity

Materials:

— Text, pp. 57-59.
— Table Six: First Language of Vancouver Students.
— Reading Three: Cultural Experiences.

Procedures:

1. Make three lists on the blackboard: the Founding Peoples, the Ethnic Minorities and the Native Peoples. Discuss Canadians who make up each group and where they live. Make a similar listing of Americans.
2. Write on the blackboard the percentage of students with different languages attending Vancouver schools. Have students prepare a similar bar graph for their own elementary or secondary school. Add to the bar graph the first language of students in the class. Discuss similarities and differences in language spoken. How else might the ethnicity of a school be described?
3. Hand out to students the readings, CULTURAL EXPERIENCES. Compare accounts in terms of experiences, personal feelings, and the cultural point of view. Identify who the individual(s) might be in each account.
4. With two or more groups, have the class debate the pros and cons of a culturally diverse nation. As a follow-up, have a discussion or written assignment on policies which would favor or eliminate cultural diversity.

Notes for Teaching:

The intent of the activity is to have students appreciate different cultural experiences and a culturally diverse country.

The first two exercises familiarize students with Canadian cultural diversity. Having students draw a bar graph provides an illustration of ethnicity in schools of a large Canadian city. Drawing a comparison with their own school enables students to realize the diverse language groups in Canada.

The readings by Canadian writers portray some of the experiences of ethnic groups during a time of settlement and growth. Account One is from Pierre Berton's book, THE SMUG MINORITY. It describes the author's summer work experiences in a mining community during the 1930s. Account Two, taken from John Marlyn's novel, UNDER THE RIBS OF DEATH, is about a Hungarian boy's experiences growing up in Winnipeg. Account Three, a proud and bitter recollection of growing up in the Canadian prairies, is taken from HALFBREED, by Maria Campbell.

The debate and follow-up activities highlight issues associated with culturally diverse countries. The following are often viewed as advantages:

1. Creates a more interesting group of people and cultural environment, e.g. food, architecture, art and music.
2. Widens viewpoints and tolerance.
3. Maintains peoples' ties with cultural origins.

The following are often viewed as disadvantages:

1. Creates cultural conflict.
2. Often leads to political instability.
3. High costs are often required to maintain cultural identity. For example, the cost of printing or advertising commercial products in more than one language.

The follow-up assignment is intended to stimulate class discussion regarding aspects of society considered important by an individual. Consequently, the advantages and disadvantages may be viewed differently. Attention should be drawn to the personal viewpoints in the readings, thereby making possible a deeper and more critical look.

READING THREE: CULTURAL EXPERIENCES

Account One

Yet for me, in my late teens, life in this mining camp was immeasurably easier than it was for the others. There were men here in their sixties who had lived this way all their lives. There were men in their prime with wives and children to support—families they did not see for half of every year. There were all kinds of men here and few who were really stupid. I worked with immigrants from Austria, Germany, Switzerland, Italy, Sweden, Norway, and Denmark, as well as with Canadians. Most were intelligent and a great many were extremely sharp and able. All were industrious. Each had displayed enough courage and independence to somehow make his way several thousand miles to the one corner of North America where a job of sorts was comparatively easy to get. But all had one thing in common: according to my observation, none had been educated up to his ability.

Pierre Berton, THE SMUG MINORITY, Toronto: McClelland and Stewart, 1968, pp. 49-50.

Account Two

"The English," he whispered. "Pa, the only people who count are the English. Their fathers got all the best jobs. They're the only ones nobody ever calls foreigners. Nobody ever makes fun of their names or calls them, 'Baloney-eaters,' or laughs at the way they dress or talk. Nobody," he concluded bitterly, "cause when you're English it's the same as being Canadian."

John Marlyn, UNDER THE RIBS OF DEATH, Toronto: McClelland and Stewart, 1964, p. 24.

Account Three

We Halfbreeds always played by ourselves unless there was rugby or a ball game, when we played against the whites. It was the same in class; we stayed in two separate groups. Lunch hours were really rough when we started school because we had not realized, until then, the difference in our diets. They had white or brown bread, boiled eggs, apples, cakes, cookies, and jars of milk. We were lucky to have these even at Christmas. We took bannock for lunch, spread with lard and filled with wild meat, and if there was no meat we had cold potatoes and salt and pepper, or else whole roasted gophers with sage dressing. No apples or fruit, but if we were lucky there was a jam sandwich for dessert. The first few days the whites were speechless when they saw Alex's children with gophers and the rest of us trading a sandwich, a leg, or dressing. They would tease and call, "Gophers, gophers, Road Allowance people eat gophers." We fought back of course but we were terribly hurt and above all ashamed.

Maria Campbell, HALFBREED, Toronto: McClelland and Stewart, 1973, pp. 46-47.

CULTURE AND SPORTS

As Canadians evolved so did a sense of national identity. Developing a distinct culture has been difficult for Canadians because of the relatively small population, the long distances separating the people, the regional differences and the many ethnic groups who brought with them their own traditions.

Canadians receive the same programs and information as Americans due to television, movies, videos, magazines and books. This influence of media led some people to describe the border between the United States and Canada as "permeable" because the books people read, the television they watch, and the music they hear reflect an American point of view. Many Canadians have come to see the influx of American media as "Americanization."

The Canadian government influences broadcasting in two ways. First, a government-owned broadcasting company, the Canadian Broadcasting Corporation (CBC), was established in the 1930s to promote Canadian radio, and later, TV programs. Second, government laws require a certain amount of Canadian content in radio and television broadcasting. By protecting Canadian programs, opportunities and employment are provided for Canadian actors, musicians, authors and playwrights. The government also provides grants to support artists and musicians and funds the National Film Board to produce and distribute films about Canadian life.

Protecting Canadian culture in times of technological change is increasingly difficult. Satellites and video-tapes make it nearly impossible to regulate what Canadians watch. In a world of global communications, pressure increases to treat the "means of culture"—books, T.V. programs, and magazines—the same way as commodities are treated, such as autos, lumber and maple syrup. Many Canadians are concerned that the 1988 free trade agreement with the U.S. will make the border even more permeable and destroy attempts by Canadians to keep their own culture.

Art

Canadian painters have always been inspired by the natural beauty and variety of scenery found on the land. Among the most famous painters is "the Group of Seven," who, in the early 1900s, provided a rallying point for Canadian art. They painted the landscapes of the Canadian Shield and Eastern Canada using bright colors and bold shapes to portray the stark beauty of the outdoors. Emily Carr, a famous West Coast painter, captured the forests and native culture of coastal British Columbia with the same boldness and brilliance.

Native peoples have contributed a distinctive Canadian art. Totem poles and wood carvings by British Columbia Indians are known and admired throughout the world. Inuit stone carvings and prints are prized by art collectors everywhere.

Music and Theatre

In Canada the performing arts are well developed. Many symphony orchestras, ballet troupes and theatre groups perform Canadian interpretations of music and theatre from all over the world. For example, the Shakespeare Theatre at Stratford-on-Avon, Ontario and the Winnipeg Ballet enjoy international reputations. Canada also has a rich heritage of folk music which illustrates life in rural areas of Canada.

Many Canadian pop singers and musicians have developed distinctive musical styles. Anne Murray and Gordon Lightfoot are well known for their country and western ballads. Brian Adams is a successful rock performer. Leona Boyd is a noted guitarist, and Oscar Peterson is an outstanding jazz pianist. The Canadian Brass is recognized for its light-hearted renditions of classical music.

Literature

In recent years Canadians have been attracted to literary works depicting regional life in Canada. The joys and pains of life in harsh and varied landscapes has been a common theme. W.O. Mitchell's book, WHO HAS SEEN THE WIND, is about growing up on the prairies. Farley Mowat's NEVER CRY WOLF portrays life in the Canadian Arctic. Margaret Atwood inspires women with her writings about their fictional counterparts dealing with rural and changing settings. Gabrielle Roy is one of many Quebec novelists who write about the struggles of French Canadian life.

Sports

Hockey is the number one spectator sport in Canada. Each Saturday night millions of Canadians watch National Hockey League (NHL) games. Although there are more American than Canadian teams in the NHL, most of the players are Canadian. Popular teams are the Montreal Canadiens, Edmonton Oilers, Boston Bruins, and the Philadelphia Flyers. Hockey games are featured on American TV sports channels.

Canadian football is also a popular spectator sport. The rules of the game are quite different from American football. The field is ten yards wider and ten yards longer. A team plays twelve players and uses a fatter-shaped ball. The game has only three downs which places emphasis on kicking, passing and kick run-backs. Roll-out quarterbacks are common in Canadian football because of the wider field and the option of having backs in motion. The eight Canadian clubs are each allowed to have 14 "imported" American players on their team.

Toronto and Montreal are two cities that have professional baseball teams which play in the American and National Leagues. There are no professional basketball teams in Canada. Soccer, skiing and curling are also popular sports among Canadians.

Canadians take a great interest in international competition. Canadian hockey teams regularly compete against Russian and Eastern European teams. The summer Olympic Games were held in Montreal in 1976 and Calgary was the site of the 1988 Winter Olympics.

ACTIVITY ELEVEN: ARTISTS AND ATHLETES

Objectives:

— To compare Canadian and American sports events
— to use literary forms for understanding personal experiences of Canadians

Materials:

— Text, pp. 63-65.
— Reading One: WHO HAS SEEN THE WIND.
— Reading Four: LITERARY ACCOUNTS OF CANADIANS.
— An American newspaper

Procedures:

1. Brainstorm with class names of important Canadian artists and athletes. List responses on board and classify responses in terms of sports, music, art, others. Discuss why certain aspects of art and sport might be better known than other activities. List five Canadian names on the board and ask what are their contributions to Canadian art and sport: Anne Murray, Wayne Gretzky, Farley Mowat, Leona Boyd, Rick Hansen, and Ben Johnson.
2. Hand out Literary accounts of Canadians for class reading. Have students: a) select words or passages from each account that reflect individual feelings and point of view. b) identify the individual or group described. c) Discuss the views of the author.
3. Compare how each of the Canadian writers portrays the experiences of Canadians in terms of literary style, use of the first person and prose. Discuss the value of using first or third person when describing human experiences.
4. Read aloud W.O. Mitchell's description from WHO HAS SEEN THE WIND. Compare the literary style of Mitchell's writings with the three literary accounts.
5. Using either first or third person style write a paragraph describing: 1) Canadians and Americans 2) The northland of Canada and the American south. 3) A visit to a Canadian city. 4) A visit to the province of Quebec. 5) A visit to the Canadian Rocky Mountains.
6. Ask students to prepare a report on one of the following: ice hockey, Canadian football, curling, lacrosse or another sport popular with Canadians. Discuss how the sports are viewed by Americans.

Notes for Teaching:

The intent of the activity is to have students appreciate how Canadian literature illustrates and reflects selected experiences of Canadian life and to convey Canadian interest in sports. Student knowledge of arts and sports gained from magazines, newspapers and television is an important starting point. The first exercise allows students to show how much they know of Canadian arts and sports. In most cases students will know more athletes and performers because of the influence of media and television. Listing names will challenge the classes' knowledge: Anne Murray—country and western singer; Wayne Gretzky—hockey player for Edmonton Oilers; Farley Mowat—naturalist and novelist; Leona Boyd—concert guitarist, Rick Hansen—wheelchair athlete who wheeled around the world; and Ben Johnson—track star.

The exercise involving the three literary accounts portray early and contemporary Canadian life. It allows students to see how Canadian authors illustrate the meaning of human experience and the significance of physical and cultural differences in Canada. The First Account of French Canadian life in the 1930s is from Ringuet, THIRTY ACRES. The Second Account of a boy's passion for hockey is from Helen Portor, "The Confessions of a Hockey Mother." The Third Account is by Margaret Atwood, a well-known Canadian writer. The account, written for Americans, is taken from "Canadians: What Do They Want." The essay portrays a strong feeling of nationalism.

Discussion and use of first and/or third person shows the student different ways to express experience in writing.

The final activity is related to sports played in Canada. Local newspapers, TV and magazines can be helpful resources to students. Reread Account Two of a boy's passion for hockey. Ask students to write a similar account of either basketball, football or baseball in the U.S.

Discuss the idea of a border being permeable to cultural influences. Debate whether Canada should regulate TV programming to protect and preserve Canadian culture.

READING FOUR: LITERARY ACCOUNTS OF CANADIANS

Account One:

He made this declaration in an amused tone of voice, as if to show his cousins from the back country of Quebec that he belonged now to the American nation, to that terrifically vital race which is composed of the overflow from all the other nations, like those colourful patchwork quilts made up from scraps sewn together anyhow.

But he hesitated a moment before going on.

"It's the same way with our family name, Lariviere. Course we didn't give it up. But folks could never get it. So we just sort of translated it into English. It's Rivers in English and that means the same thing. Lariviere, Rivers, there ain't no difference."

"Then you ain't hardly a Canadian any more!"

"Well, what of it! If you live down there, well, you have to act like they do in the States. Everybody does. There's the Bourdons, they're called Borden; and one of the neighbours, a Lacroix, he calls himself Cross."

Ringuet, THIRTY ACRES, Toronto: McClelland and Stewart, 1940, p. 116

Account Two:

Now he's added to his collection a helmet and hockey stockings, which he dons every time he goes to the basement. He pours over every edition of HOCKEY NEWS, grabs the newspaper for the sports page and shushes everyone who goes near him when the N.H.L. scores are being read on the radio. He talks hockey, dreams hockey, and indeed lives hockey. But the topper came last Saturday morning when his cousin who was visiting decided it was time to go home to lunch. "Hey Steve," he shouted "It's five to twelve." Steve, who was leaning against the wall dreaming over his hockey stick, asked quickly, "Who for?"

Helen Portor, "The Confessions of a Hockey Mother," in Kevin Major, DORYLOADS, Portugal Cove, Nfld.: Breakwater Books, 1975, p. 137.

Account Three:

We are all in this together. For Canadians, the question is how to survive it. For Americans there is no question, because there does not have to be. Canada is just that vague, cold place where their uncle used to go fishing, before the lakes went dead from acid rain.

How do you like Americans? Individually, it's easier. Your average American is no more responsible for the state of affairs than your average man is for war and rape. Any Canadian who is so narrow-minded as to dislike Americans merely on principle is missing out on one of the good things in life. The same might be said, to women, of men. As a group, as a foreign policy, it's harder . . .

Margaret Atwood, "Canadians: What do They Want?" in Ronald Conrad (ed.), THE ACT OF WRITING, CANADIAN ESSAYS FOR COMPOSITION, Toronto: McGraw Hill, 1983, p. 135.

SUPPLEMENTARY ACTIVITIES

ACTIVITY TWELVE: POINTS OF VIEW

ACTIVITY THIRTEEN: DISCUSSION WITH CANADIANS

ACTIVITY FOURTEEN: WORD PUZZLES

ACTIVITY FIFTEEN: CANADA QUIZ

ACTIVITY TWELVE: POINTS OF VIEW

Objectives:

— To realize the different points of view that exist about Canadian life.
— To suggest reasons why different outlooks of Canada exist

Materials:

— Reading Five: VIEWS OF CANADA.

Procedures:

1. Have students express orally their own view of Canada. Discuss viewpoints.
2. Distribute some or all of the readings, VIEWS OF CANADA. There is no order in the readings. In most cases, it would be desirable to begin with the First View.
3. Students read each view and complete the following:
   a) Underline key words that illustrate the view.
   b) Identify the viewpoint as Canadian or American.
   c) Identify the context or situation in which the view is expressed.
4. Discuss with the class reasons why there are many different views of Canada.

Notes for Teaching:

This open-ended activity allows students and teachers to examine some American and Canadian views of Canada. The source of each viewpoint is listed.

The First View is Canada's national anthem. "O Canada" was proclaimed the national anthem on July 1, 1980, 100 years after it was first sung. Although the original English version was changed, the French lyrics remain unchanged.

The Second View is from ON BEING A CANADIAN, by Vincent Massey, Toronto: J.M. Dent & Sons, 1948, p. 31. Vincent Massey was the first Canadian-born Governor-General of Canada.

The Third View is from a travel column in HARPER'S, April, 1982. HARPER'S is an American monthly magazine.

The Fourth View is from Ken Dryden's book, THE GAME, Toronto: A Totem Book, 1984. Mr. Dryden was a hockey goal tender for the Montreal Canadiens and Team Canada.

The Fifth View is from Ken M. Curtis, former United States ambassador to Canada. In a letter to MACLEANS, December 8, 1982 (a Canadian weekly magazine) Curtis raises questions concerning U.S.-Canada relations.

The Sixth View is the first paragraph of Andrew Malcolm's book, THE CANADIANS, New York, Times Books, 1985. Mr. Malcolm is an American and the Toronto correspondent for The New York Times.

The Seventh View is from the introduction of Pierre Berton's book, WHY WE ACT LIKE CANADIANS, Toronto, Penguin Books, 1987. Mr. Berton is a popular writer and commentator who has written over twenty books on Canadian life.

Students can write their own view:
1. As a written assignment following discussion of the viewpoint.
2. As an expression of views before and after a unit of Canada.
3. As a follow-up to Activity One: Brainstorm Canada, and then compare with the six viewpoints.

READING FIVE: VIEWS OF CANADA

First View

O CANADA

O Canada!
Our home and native land!
True patriot love
in all thy sons command.
With glowing hearts
we see thee rise,
The True North
strong and free!
From far and wide,
O Canada,
We stand on guard
for thee.
God keep our land
glorious and free!
O Canada,
we stand on guard for thee.
O Canada
we stand on guard for thee.

O CANADA (French version)

O Canada!
Terre de nos aieux,
Ton front est ceint
de fleurons glorieux!
Car ton bras
sait porter l'epee,
Il sait porter
la croix!
Ton histoire
est une epopee
Des plus
brillants exploits.
Et ta valeur,
de foi trempee,
Protegera nos foyers
et nos droits,
Protegera nos foyers
et nos droits.

Second View

"It has been said that Canada is a patch-work of imported ideas—French, English, Scottish or American; that we possess little or nothing which cannot be found elsewhere. There are Canadian customs, if we choose to find them; Canadian things which are very much our own, suggesting this country and no other. It is perhaps not too juvenile to try to make a list of some of these—a catalogue of 'Canadiana' to form a composite picture. What might be included? A constable of the Royal Canadian Mounted Police—and Canada has no better symbol; a sheaf of Marquis wheat; a Canadian landscape painting; a beaver-pelt; a silvered church spire in French Canada; a bar of nickel; a bush-pilot; a pair of moccasins; the Wolfe-Montcalm monument at Quebec; a tube of insulin; a totem pole; a caleche; a cake of maple sugar; a Hudson's Bay blanket; the song 'Alouette'; a hockey stick; the Canadian Boat Song; a pair of snow-shoes; a roll of birchbark; a silver fox; a canoe; a Canada goose; a grain elevator; a lacrosse stick; a boom of logs; a buffalo; the Quebec Citadel; a maple tree; the opening of Parliament in winter."

Third View

"Travellers from all over the world are exploring Quebec City's crannied lanes, riding horse-drawn caleches through old Montreal, sipping aperitifs in the cafes of Toronto's chic Yorkville, crowding Victoria's dowager Empress Hotel for high tea, and enjoying all that is best in the nation's great outdoors:

—Canoeing in the waters of Ontario's vast Canadian Shield country, or in the bare, beautiful barren grounds of the Arctic, often by the eerie half-light of the midnight sun.
—Raft trips down British Columbia's wild Chilcotin River.
—Hikes through remote regions of the nation's fabulous national parks, or along the 45-mile-long rock-bound West Coast Trail, hacked into the cliffs as an escape route

for shipwrecked sailors, or in utterly wild Auyuittuq National Park on Baffin Island, polkadotted with bright blossoms during June and July.
—Sailing off Prince Edward Island, New Brunswick and Nova Scotia, all scattered with picturesque fishing villages."

Fourth View

The Canadian game of hockey was weaned on long northern winters uncluttered by things to do. It grew up on ponds and rivers, in big open spaces, unorganized, often solitary, only occasionally moved into arenas for practices or games. In recent generations, that has changed. Canadians have moved from farms and towns to cities and suburbs; they've discovered skis, snowmobiles, and southern vacations; they've civilized winter and moved it indoors. A game we once played on rivers and ponds, later on streets and driveways and in backyards, we now play in arenas, in full team uniform, with coaches and referees, or to an ever-increasing extent we don't play at all. For, once a game is organized, unorganized games seem a wastefull use of time; and once a game moves indoors, it won't move outdoors again. Hockey has become urbanized and as part of our suburban middle-class culture, it has changed.

Fifth View

"I was disappointed and troubled by your coverage of U.S.-Canadian relations. Of course, we have our difficulties and scores of unresolved issues. Each of us has understandable gripes about the activities of the other. Yet I submit the record of accomplishment to the benefit of both sides is not only impressive, but unprecedented between two nation states. We have recently made important progress on most of the issues on our joint agenda that your article highlighted. The U.S. and Canada have a long tradition of working closely and cooperatively together. I am certain that we will continue to draw on that tradition and resolve constructively the issues that confront us."

Sixth View

It sits atop the Western Hemisphere, a brooding geographic colossus, immense, hostile, forbidding, and unforgiving of those who ignore its natural rules of survival. Canada's population of more than 25 million is puny by most international standards. The wild country Canadians inhabit is not. It is the second-largest in the world, a distorted parallelogram of almost 4 million square miles of land and water stretching far beyond the average citizen's scale of belief. East to west, it spans 4,545 miles and one-quarter of the world's time zones. Scattered across this area like a few specks of pepper on a huge freezer-room floor are the people, huddling together along the porous border with the United States. Looking to the south, always the south, Canadians rarely see or even think of what lies behind their thin line of population. But like some unseen, dark, powerful presence in a midnight dream, it is felt.

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Seventh View

Dear Sam:

It's been awhile since you and I have exchanged letters. But now that my correspondence with you is to be published in a new edition, I really must reply to your most recent query about free trade. You sound puzzled, Sam. You tell me you haven't been able to get a handle on the free trade issue. I don't doubt it since your own newspapers haven't given much more space to the subject than they've given to trade relations with Albania.

You're puzzled, Sam? We're puzzled! Even if you were a constant reader of The (Toronto) Globe and Mail—the Bible of the Ottawa movers and shakers—you'd be puzzled. The whole country is puzzled because nobody, including the Prime Minister himself, knows what "free trade" actually means.

ACTIVITY THIRTEEN: DISCUSSION WITH CANADIANS

Objectives:

— To appreciate how dialogue can be a way to learn about other people.
— To convey personal experience through dialogue

Materials:

— Reading Six: A TRAVELLING DISCUSSION WITH CANADIANS, p. 75.
— Any American newspaper

Procedures:

1. Hand out, A TRAVELLING DISCUSSION WITH CANADIANS, and discuss the tone of the conversation. In what ways do you find the passage convincing that Mrs. Montroser and Mrs. Forrester were Canadians? WHO could be the man with the blue tooth?
2. Have groups of students write a dialogue between a Canadian and American seated next to each other on an airplane or a bus. Allow students to make the dialogue either humorous or serious. Ask groups to role play their dialogue.
3. Discuss ways in which people of one country develop points of view about other people. Ask students to refer to newspaper articles, books, films or personal experiences. Make a class collection of accounts.

Notes for Teaching:

This activity illustrates how conversation leads to the development of points of view about people of other countries. Discussion, which becomes serious, humorous, or argumentative can result in either greater understanding or misconceptions of others. This humorous dialogue between two canadian tourists and an American traveler takes place in a European railway coach. The conversation is taken from Ethel Wilson's short story, "We Have to Sit Opposite."

After students have read the account, they should focus on how the writer's style and choice of words develop a vivid sense of conversation. As a follow up to discussion, asks students to write a conclusion to the passage. Student conclusions can be read aloud to compare various ways in which 'strangers' conclude conversation.

Writing their own dialogue allows students to use their own experiences with people from other countries. Analysis of accounts or interviews concerning people of other countries in print and media can illustrate how both understanding or stereotyping can occur.

READING SIX: A TRAVELLING DISCUSSION WITH CANADIANS

Suddenly the man with the blue tooth spoke, "Are you English?" he said loudly.

"Yes—well—no," said Mrs. Forrester.

"No—well—yes," said Mrs. Montrose, simultaneously.

A derisive look came over the man's face. "You must know what you are," he said, "either you are English or you are not English. Are you, or are you not?"

"No," said Mrs. Montrose and Mrs. Forrester, speaking primly. Their chins were high,, their eyes flashed, and they were ready for discreet battle.

"Then you are Americans?" said the man in the same bullying manner.

"No," said Mrs. Montrose and Mrs. Forrester.

"You can't deceive me, you know," said the man with the blue tooth, "I know the English language. You say you are not English. You say you are not American. What, then, may I ask, are you? You must be something."

"We are Canadians," said Mrs. Forrester, furious at this catechism. "Canadians," said the man.

"Yes, Canadians," said Mrs. Montrose.

"This, ' murmured Mrs. Forrester to Mrs. Montrose, "is more than I can bear!"

"What did you say?" said the man, leaning forward quickly, his hands on his knees.

"I spoke to my friend," said Mrs. Forrester coldly, "I spoke about my bear."

"Yes," said Mrs. Montrose, "she spoke about her bear."

"Your bear? Have you a bear? But you cannot have a bear!" said the man with some surprise.

"In Canada I have a bear. I have two bears," said Mrs. Forrester conceitedly.

"That is true," said Mrs. Montrose nodding, she has two bears. I myself have five bears. My father has seven bears. That is nothing. It is the custom."

"What do you do with your bears?" asked the man.

"We eat them," said Mrs. Forrester.

"Yes," said Mrs. Montrose, "We eat them. It is the custom."

From Ethel Wilson, WE HAVE TO SIT OPPOSITE, pp. 145-146.

ACTIVITY FOURTEEN: WORD PUZZLES

Objectives:

— To review key Canadian terms

Materials:

— Canadian Word Puzzles A and B;
— atlas illustrating Canada (if available).

Procedure:

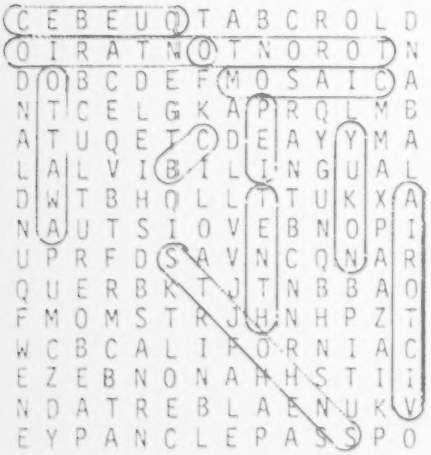
1. Have each student complete Puzzle A. Ask them to work independently for ten minutes. Have pairs of students complete the puzzle. Discuss answers in class.
2. Have each student complete Puzzle B.

Notes for Teaching:

The intent is to review Canadian terms students have encountered in their reading, maps, travel, T.V., etc. The activity can be used to find out how much students know before or after Activities One to Four.

Answers to Puzzle A and Puzzle B are found below. Students should be encouraged to make up their own word puzzles using a computer program.

Puzzle A



Puzzle B

Answers to Puzzle A:

1. Quebec
2. Ontario
3. Toronto
4. Mosaic
5. Tenth
6. California
7. Victoria
8. St. John's
9. Ottawa
10. P.E.I.
11. B.C.
12. Yukon

Answers to Puzzle B:

1. French
2. Shield
3. Cordilleran
4. Mosaic
5. Bilingual
6. Trudeau
7. Regina
8. Archipelago
9. Red
10. Oil

Procedure:

Complete word puzzles A and B. Draw a circle around the correct answer. Caution; answers may be lettered backwards (i.e. ADANAC is really CANADA) or, answers may also be lettered vertically, horizontally, or diagonally.

Puzzle A

C E B E U Q T A B C R O L D
O I R A T N O T N O R O T N
D O B C D E F M O S A I C A
N T C E L G K A P R Q L M B
A T U Q E T C D E A Y Y M A
L A L V I B I L I N G U A L
D W T B H Q L L T T U K X A
N A U T S I O V E B N O P I
U P R F D S A V N C Q N A R
Q U E R B K T J T N B B A O
F M O M S T R J H N H P Z T
W C B C A L I F O R N I A C
E Z E B N O N A H H S T I I
N D A T R E B L A E N U K V
E Y P A N C L E P A S S P O

1. Largest Canadian Province in area.
2. Largest Canadian Province in population.
3. Largest Canadian city in population.
4. Term to describe Canada's multi-ethnic society.
5. Canada's population as compared to the U.S.
6. A state's population equal to Canada's population.
7. Capital of British Columbia.
8. Capital of Newfoundland.
9. Capital of Canada.
10. Abbreviation for Canada's smallest province.
11. Abbreviation for the western-most province.
12. A northern territory.

Puzzle B

S E C U M E N E C O V A N I
C O O T E R P E I A R A B N
I F R E N C H R A E E C L T
A O D N R R A O G O G A A S
S O I T T S O I T O I N C K
O I L H N A S T N A N A K C
M A L O N A O U Q I A D S A
S H E I L D B A A B C A A L
E C R U S S I A R C B E S B
C E A B N U E I E R N A K O
O B N O Q B T R U D E A U N
N B R I T I S H I E L D C A
D U A S S I M I L A T I O N
Y Q I H X L A U G N I L I B
C X L A I N R O F I L A C T
A R C H I P E L A G O U O Y

1. A major ethnic group in Canada.
2. Largest physical region in Canada.
3. Mountainous region along west coast.
4. Cultural pattern of Canada.
5. Two or more languages spoken.
6. A Prime Minister of Canada.
7. Capital of Saskatchewan.
8. Group of Arctic islands.
9. River flowing from Canada to the U.S.
10. Important resource of Alberta.

ACTIVITY FIFTEEN: CANADA QUIZ

Objectives:

— To evaluate student understanding of Canada

Materials:

— Canada Quiz

Procedure:

1. Hand out to each student a copy of the quiz. Allow approximately 15-20 minutes for the quiz.
2. After the quiz is marked, the class should discuss their responses to the test items.

Notes for Teaching:

The intent of the quiz is to find out how much students know about Canada. The quiz can be given to students either as a quiz to find out how much they know or how much they learned from studying the CANADA: NORTHERN NEIGHBOR unit.

A second way of using the quiz is for students to find out how much they know before and after they have studied the unit. In this approach, students should be encouraged to discuss the reasons for their selection of answers.

Answers for the quiz are listed below.

1. D
2. B
3. A
4. C
5. B
6. A
7. D
8. C
9. A
10. C
11. B
12. B
13. B
14. A
15. A
16. D
17. A
18. D
19. C
20. D
21. D
22. D
23. C
24. C
25. A

CANADA QUIZ

Circle the letter that represents the best answer to each of the following quiz statement. If you do not know which is the best answer, circle letter 'E' for "I don't know."

1. In relation to the American population the Canadian population is approximately
   A. one half
   B. one third
   C. one fifth
   D. one tenth
   E. I don't know

2. Which province is the industrial and commercial center of Canada?
   A. Quebec
   B. Ontario
   C. Alberta
   D. British Columbia
   E. I don't know

3. The province of British Columbia is separated from the rest of Canada by:
   A. Rocky Mountains
   B. Canadian Plains
   C. Arctic Islands
   D. Appalachian Mountains
   E. I don't know

4. A province that is not a part of the Atlantic region of Canada is:
   A. Newfoundland
   B. Nova Scotia
   C. Saskatchewan
   D. Prince Edward Island
   E. I don't know

5. In land area, the largest Canadian province is:
   A. Alberta
   B. Quebec
   C. British Columbia
   D. Newfoundland
   E. I don't know

6. The Canadian Shield is:
   A. a large rocky area noted for its minerals
   B. an area of flat land noted for growing wheat
   C. an award for ice hockey
   D. a trade agreement signed by Canada and the U.S.
   E. I don't know

7. Which city has the most southerly location?
   A. Seattle
   B. Minneapolis-St. Paul
   C. Portland, Oregon
   D. Toronto
   E. I don't know

8. The second largest French-speaking city in the world is:
   A. Paris
   B. Toronto
   C. Montreal
   D. New Orleans
   E. I don't know

9. Most Canadians live:
   A. within 150 miles of the U.S.-Canadian border
   B. in the province of Ontario
   C. in the Prairie provinces
   D. the Atlantic provinces
   E. I don't know

10. Which of the following recording artists is a Canadian?
    A. Nana Mouskouri
    B. Michael Jackson
    C. Anne Murray
    D. Paul Simon
    E. I don't know

11. Canadian society differs from the U.S. in that various cultural groups have been encouraged to keep their unique characteristics. This is known as:

A. regionalism
B. multiculturalism
C. protectionism
D. bilingualism
E. I don't know

12. Most of Canadian wheat farming is in:

A. Ontario and Quebec
B. Prairie provinces
C. British Columbia
D. Atlantic provinces
E. I don't know

13. The Canada—United States free trade agreement is important to Canada because it will:

A. increase opportunities for Canadian athletes
B. allow companies access to a larger market
C. provide better North American defense
D. solve the acid rain problem
E. I don't know

14. Which Canadian minority has the least number of people:

A. Blacks
B. Ukranians
C. Japanese
D. Chinese
E. I don't know

15. Canada's major city on the Pacific Rim is:

A. Vancouver
B. Halifax
C. Winnipeg
D. Victoria
E. I don't know

16. Most Canadian laws originate with:

A. the Senate
B. the Opposition
C. the Governor General
D. the Prime Minister and Cabinet
E. I don't know

17. A major difference between a Canadian Prime Minister and an American President is that the Prime Minister:

A. is not elected by the whole country
B. must serve for five years
C. cannot run for re-election
D. must be at least 50 years old
E. I don't know

18. The highest law-making authority in the Canadian government is:

A. the Senate
B. the Governor General
C. the Queen of England
D. The House of Commons
E. I don't know

19. Loyalists were:

A. members of the Sons of Liberty
B. writers of the American Constitution
C. early Canadian settlers who fled the American Revolution
D. farmers with a French Canadian background
E. I don't know

20. Canadians obtained their own Constitution in:

A. the 1740s
B. the 1860s
C. the 1950s
D. the 1980s
E. I don't know

21. The United States' largest trading partner today is:

A. Japan
B. Great Britain
C. West Germany
D. Canada
E. I don't know

22. Which North American sports league does not have a Canadian team?

A. National Hockey League
B. American (Baseball) League
C. National (Baseball) League
D. National Basketball Association
E. I don't know

23. The Winter Olympics were held in:

A. Montreal
B. Vancouver
C. Calgary
D. Toronto
E. I don't know

24. Which is NOT a continuing issue between Americans and Canadians?

A. Acid rain
B. Fishing rights
C. Illegal aliens
D. Trade protection
E. I don't know

25. Canada's two major languages are:

A. English and French
B. English and Chinese
C. English and Inuit
D. English and Spanish
E. I don't know

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Canada Rainbow Series. Agincourt, Ontario: GLC Publishers Limited, 115 Nugget Avenue, MIS 3B1. 1986. A booklet series on sixteen Canadian cities including Vancouver, Toronto, Montreal, Calgary, Quebec City and Yellowknife. The readable well-illustrated booklets are suitable for 4th to 6th grade students.

Canadian Starters. Agincourt, Ontario: GLC Publishers Limited, 1981. This series includes ninety booklets on Canadian places, sports, wildlife and the arts. Booklets are written and designed with young readers in mind.

The Canadian Encyclopedia. Three Volumes. Edmonton, Alberta: Hurtig Publishers, 1985. A detailed and well-organized reference of Canadian places, people and events. An excellent library reference.

Conner, Daniel and Bethune-Johnson, Doreen. *Native People and Explorers of Canada.* Scarborough, Ontario: Prentice Hall, 1984. A readable and well-illustrated 5th or 6th grade book which presents an account of native Indian contributions to early exploration of Canada.

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Maclean's. A weekly newsmagazine that provides informative accounts of events in Canada as well as a Canadian outlook on world issues. An excellent library reference. This newsmagazine can be ordered from: 777 Bay Street, Toronto, Ontario, M5W 1A7.

Massey, Donald and Connor, Bryan. *Canada: Its Land and People.* Edmonton, Alberta: Reidmore Book, 1986. An illustrated student book for the 5th or 6th grade that gives an interesting account of life in the seven regions of Canada.

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Scully, Angus, Smith, Carl and McDevitt, Daniel. *Canada Today.* 2nd Ed. Scarborough, Ontario: Prentice-Hall, 1988. A basic secondary school text that gives a contemporary view of Canadian people and regions. Major topics are French-English relations, Canada-U.S. relations and Canada and the world. Suitable as a supplementary student text. A teacher's guide is available.

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Canada: Scholastic World Cultures. New York: Scholastic Inc., 1985. A single book on Canada that uses a storylike approach. U.S.-Canada relations are highlighted. Support materials consisting of teacher's guide and spirit masters are available.

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Portrait of Canada, 1982, and *Year of the Maple Leaf*, 1982 and *Pacific Packet*, 1988. The Canadian Studies Center, Duke University, Durham NC, 27706. The first book provides content and class activities for secondary students. The second book, portrays the experiences of an American family in Canada and is for elementary students. *Pacific Packet* is a set of instructional materials on the Pacific Rim.

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The World Today. D.C. Heath, 1987. An intermediate grade world geography text that includes two long chapters on Canada. Economic and geographic comparisons are made with the United States.

Two Countries, Two Conventions, Two Delegates. Three 60-minute modules that compare Canadian and American political conventions. Suitable for high school and college classes. For information write The Canadian Studies Center, Duke University, Durham, N.C. 27706.

Western Hemisphere - Latin America and Canada. Glenview, Illinois: Scott, Foresman, 1985. A 6th grade text with one unit on Canada. The book addresses geography, government and Canadian regions. U.S. - Canada relations are also discussed.

Computer Software

Title: *Building a Nation*
Supplier: Hartley Courseware Inc.
Hardware: Apple II family, IBM PC and C64.
Grade Level: 6th to 9th grade
Cost: $US 149.00
Description: An easy-to-use simulation which enables students to explore the political, geographical, and financial realities of building Canada's first transcontinental railroad.

Title: *Chopper Canada*
Supplier: Grolier, 1984
Hardware: 64 Apple II family and C64
Grade Level: 6th to 9th grade
Cost: $Cdn 59.00
Description: This two-part program familiarizes students with the geography of Canada. In part one, students identify capital cities, provinces and territories by their shape and location. In the last part, students can choose from two games to test their knowledge and retention of facts and information about Canada.

Title: *Crosscountry Canada*
Supplier: Didatech Software Ltd.
Hardware: 64 Apple II family
Grade Level: 6th to 9th grade
Cost: $Cdn 49.95
Description: This simulation places students in the role of a truck driver to transport resources in Canada. The game requires the student to be aware of changing road and weather conditions. A teacher's guide and maps are included.

Title *Crossword Magic*
Supplier: L & S Computerware, 800-A Maude Avenue, Mountain View, CA 94087, (415) 962-8686
Hardware: Apple II family
Grade Level: All grades
Cost: $US 49.95
Description: Create you own crossword puzzles by simple supplying Canadian terms and watch CROSSWORD MAGIC interconnect them with lightening speed.

Title: *Nor'Westers To the Pacific*
Supplier: Hartley Courseware Inc. and GLC Publishers, 115 Nugget Avenue, Agincourt, Ontario, M1S 3B1
Hardware: Apple II family, IBM PC and C64
Grade Level: 7th to 10th grade
Cost: $US 194.00
Description: This simulation places students in the role of fur trading voyageurs for the Northwest Company. They explore river routes and earn points based on the distance travelled and the number of furs traded. Canadian geography and history are stressed. A teacher's manual is available.

Title: *Quest for Canada*
Supplier: Hartley Courseware Inc.
Hardware: Apple II family, IBM PC and C64
Grade Level: 7th to 10th grade
Cost: $US 194.00
Description: Representing French or English traders, students explore the land of Canada. Trading for furs, building forts and competing for territory are all important aspects of this fascinating simulation.

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